PROCEEDING

ICERI
20 24

ICERI

Theme:
"STRENGTHENING
TECHNOLOGY-BASED
CHARACTER
EDUCATION AND
RESEARCH QUALITY"

The 11th International Conference
on Educational Research and
Innovation

TUTWURI HANDAYANI

UNIVERSITAS NEGERI YOGYAKARTA

Kampus
Merdeka
INDONESIA JAYA

DIRECTORATE OF RESEARCH AND COMMUNITY SERVICES

PROCEEDING
ICERI
20 24

ISSN 2443-1753

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Strengthening Technology-Based Character Education and Research Quality
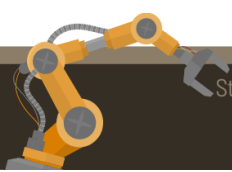
Welcome Message from The Organizing Committee

Assalamualaikum warahmatullahi wabarakatuh
May peace and God bless you all.

On behalf of Directorate of Research and Community Services, Universitas Negeri Yogyakarta, welcome to the 11th International Conference on Educational Research and Innovation (ICERI) 2023. The international conferences that present the results of research and community services from UNY lecturers, students, and external.

The theme of ICERI 2023 is "Strengthening Technology-Based Character Education and Research Quality" driven by the importance of character education in the midst of the rapid development of IPTEKS today. ICERI 2023 allows participants to express critical-creative perspectives and ideas based on research findings and community service, which is believed to foster the ideas construction that can be utilized in the field of education. Furthermore, it allows participants to discuss and collaborate in order to strengthen the nation's character.

We express our gratitude to our keynote speaker, Prof. Dr. Ir. Faiz Syuaib, M.Agr (Director of Directorate of Research, Technology and Community Service), as well as the four invited speakers: Dr. Lori Liza D. Bulay-Og (The University of Science and Technology of Southern Philippines, Philippines), Prof. Maija Aksela (Helsinki University, Finland), Assoc. Prof. Edward Palmer (The University of Adelaide, Australia), and Prof. Herman Dwi Sujono, Ph.D (Universitas NegeriYogyakarta Stated University)). They have graciously accepted our invitation to share their knowledge and expertise.

Thank you very much to all presenters and participants of ICERI 2023. We greatly appreciate your contribution to this activity. We want to acknowledge the entire 2023 ICERI committee for their unwavering dedication and commitment in ensuring the successful execution of ICERI 2023. Good luck ICERI 2023, Good luck for everyone.

Wassalamualaikum warahmatullahi wabarakatuh
May peace and God bless you all.

Best Regards,
Director of Directorate of Research and Community Services
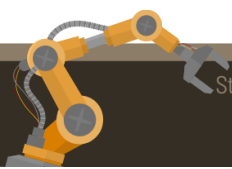Prof. Dr. Samsul Hadi, M.Pd., M.T.

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TRAINING ON DESIGNING PROJECT-BASED METHODS WITH AN INDEPENDENT TEACHING PLATFORM AT SMA N 1 TEMPEL

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Abstract

This Community Service activity aims to train teachers at SMA N 1 Tempel in implementing project-based learning methods based on the independent curriculum curriculum. This training is carried out to discuss the theory and planning of learning activities using project-based learning methods by utilizing the Merdeka Mengajar platform. Furthermore, the resource person conducts mentoring activities at the schools where the trainees teach. This follow-up activity is carried out to review the trainees' understanding and implementation of the project-based learning method and its application in accordance with the 2013 curriculum. The training resulted in four findings. First, the PPM activities ran well and smoothly and the participants' assessment of the PPM implementation was also very good. Second, the participants experienced an increased understanding of the preparation of learning tools with project-based methods. Third, the motivation and enthusiasm to participate in the training was very high because the responses given by the participants were very active during the training and mentoring process. Fourth, the service participants felt happy and satisfied with this service activity and hoped that similar activities could continue to be carried out in the future.

Keywords: Training, Project, Merdeka Mengajar

1. Introduction

Education around the world is now oriented towards 21st century learning principles consisting of the 4Cs: Collaboration, Critical thinking, creative thinking, and communication (Hope and Allen, 2012). Materials as one of the most important learning tools must be arranged in such a way that learners are guided to really have an understanding of the concepts and linguistic elements before they start working on the designed project. To avoid possible misconceptions in organizing project-based learning, material development also includes the development of lesson plans that can be used as a reference by teachers in implementing the project. Although the issue of lesson planning is the right and obligation of a teacher, the provision of sample lesson plans in this study is considered important as an example of designing project-based learning implementation plans for high school teachers (Padmadewi, Artini and Suarnajaya, 2019). Furthermore, teachers can use their creativity to customize their lesson plans with their own classroom conditions and teaching styles.

In project-based learning, there is a learning process that involves independent, paired, and group activities; there are activities to plan, implement and evaluate. (Blumentfeld et al., 2011). All of this instills the fundamentals of systematic learning that trains effective collaboration, brainstorming, respecting each other's opinions, planning and managing time, dividing tasks, having and planning common targets, and evaluating learning success (Blumentfeld et al., 2011). Project-based learning has 5 characteristics, namely: centrality, driving question, constructive investigation, autonomy, and realism (Hope and Allen, 2012).

Centrality is that the use of PjBL should be centered on the curriculum. The determination/selection of methods should aim to help students to achieve curriculum objectives in an effective and meaningful way. Furthermore, 'driving question' means that the application of PjBL will make students become critical and develop questions that make them develop their curiosity and strive to find new information. What is meant by constructive investigation is an activity that involves students doing positive things that aim to develop their learning, by finding learning resources. Autonomy is an individualized learning process that occurs as a result of learning in groups working on projects. Finally, realism means that learning is framed in the context of real life. Projects must make students learn in the context of real life. In its implementation, there are several steps in using project-based learning in the classroom.

The First PjBL is directed by questions that lead students to discover with clear learning efforts and strategies that match the concepts or principles of the subject/subject area. The project here must be designed in such a way that there is a clear connection between the project work activities and the scientific concepts or subject areas to be achieved. To work well, teachers must provide questions that really lead students (driving questions) to be able to work well (Borich, 2017). Projects in PjBL may also be designed around themes covered in the curriculum or involve two or more subject areas. The second PjBL involves students conducting constructive investigation.
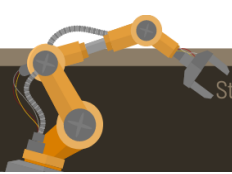
Research (investigation) is a clear goal-oriented process that includes inquiry, decision making, problem solving, discovery and model-building processes. So the core of an assignment to be called a PBL is if the activity causes the transformation and construction of knowledge (getting new knowledge and skills). The Thrid, Projets in PjBL are student-driven. The project carried out in PjBL does not end with the results as predicted or determined by the teacher because it prioritizes student autonomy. The Fourth Projects must be realistic, not just class assignments Projects provide opportunities for students to feel the authenticity (authencity) of their work. Authenticity here can include topics, student roles in working on projects, collaboration between students in groups, products, performance, and assessment.

The Teaching Platform can provide facilities that teachers can use to realize liberating learning. Teachers respond that the platform can be used as a reference and take inspiration from other teachers, and can take concrete actions from various teaching modules, lesson plans, and assessments available on the platform. Many teachers admit that there are many inspiring videos on the Merdeka Mengajar Platform that make them more enthusiastic about teaching. This platform is very convenient and easy to use so that teachers can follow in our footsteps learning independently (Nurrahmah, Karim and Suhendri, 2020).

The close connection between the independent curriculum and 21st century learning inspired us to conduct community service activities involving teachers of SMA N 1 Tempel. Until now, teachers still think that project is not appropriate to be used in class because it takes too much time. In addition, project-based learning is considered as a method that is difficult to assess. Based on the above problems, it is deemed necessary to carry out Community Service activities that guide teachers to get to know better about project-based learning tasks, how to design and implement at SMA N 1 Tempel by utilizing the Merdeka Belajar Platform. With a good understanding of the concept of project-based learning and the recommended strategies, teachers are expected to create a conducive, enjoyable learning atmosphere and at the same time build students' character. Thus, innovative learning and character education occur synergistically and meaningfully.

2. Method

This service activity consists of three stages, including the following: The First, Preparation The activities carried out in the preparation stage are obtaining PPM permission from the Principal of SMA N 1 Tempel and preparing the material to be given. At this stage the service team has obtained it informally and the necessary materials have been prepared. This planning was done after paying attention to the real conditions in the community by using SWOT analysis involving Kampung Emas. This planning includes strategies and methods in solving the problems faced by them. This step has been done at the time of the situation analysis, teachers still think that project is not appropriate to use in class because it takes too much time. In addition, project-based learning is considered a difficult method to access.

The second stage, the implementation of activities, namely Training on Designing Project-Based Learning with the Merdeka Teaching Platform. The approach used to solve partner problems has been mutually agreed upon, namely education to partners which is realized through training and mentoring. Methods in training are explicitly carried out with lectures, questions and answers, discussions, brainstorming, assignments, exercises, sharing experiences, and stabilization through mentoring.

The third stage is evaluation, after the activity is completed, a reflection on the mentoring activities is held. From here it will be known which materials are useful and operational and other material inputs are needed if there is a next training activity.

3. Results

In general, the implementation of this community service activity went smoothly. Starting from the topic of PPM activities, a preliminary survey to find out the needs of teachers at SMA N 1 Tempel, from the process of implementing community service activities, mentoring to the process of preparing reports. Based on the results of training and mentoring with participants and participant satisfaction questionnaires, it can be concluded that participants experienced an increase in understanding related to the preparation of learning tools with project-based methods. In addition, participants were very satisfied with the training activities held at SMA N 1 Tempel.

The achievement of the target number of participants can be seen from the number of training participants. In this service activity, the number of participants was 7 people and could be attended by teachers at SMA N 1 Tempel who would later be transferred to all teachers at the school. During the process of implementing this training, it was in accordance with the expected target. The material delivery process was carried out using two methods, namely lectures and practice in student project monitoring applications. The delivery of the material was carried out by two resource persons according to their competence. The initial material provided began with an introduction to the independent curriculum, Learning Outcomes in subjects. Each material provided not only uses
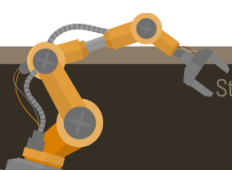
the lecture method but also uses the display of teaching module examples that apply project-based learning methods. After providing material through the lecture method, it is continued to demonstrate the project monitoring application. Related to mentoring is carried out by the service team once a month for three months. In general, the training activities have gone well, as seen from the enthusiasm and positive response of the participants.

Figure 1. Participant satisfaction with PKM activities

Figure 2. PKM activity implementation

During the implementation of training activities, participants responded actively in answering questions, and some participants even started asking questions directly to the resource person. Based on the training participants' satisfaction questionnaire regarding the participants' desire to get similar training again, 71% agreed that this activity should be carried out again, the rest strongly agreed that the training should be carried out again.

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4. Discussion

The material mastery of the three resource persons in delivering the training material was very good. It is evident that the participants also gave opinions only in the very good and good categories in this regard. The three materials were delivered in an interesting manner so as to get a positive response from the participants. Interaction with participants from the three resource persons in delivering the material was good. If there was a question, the resource person gave a quick response.The use of time by the three resource persons was considered very good in presenting the material as well as responding to questions from the participants. This included demonstrating the application for monitoring project progress, which the participants only learned about in this training activity.

The theme of the training provided by the Economic Education Department's Service Team is very good and very much needed at this time. The organizers are pleased to divide the activities according to the scientific clumps requested by the partners regarding the preparation of project-based learning methods. Participants' assessment of the suitability of the training materials to current needs was very good. Participants said that this training is very useful for teachers in designing project-based learning. According to the participants, the material presented is very relevant to what is needed today. participants rated the completeness of the material provided as very good. The sequence of delivery was considered very coherent, the material began with the participants' perception of the independent curriculum, then continued to discuss each learning outcome and the preparation of teaching modules complete with project assignments. In the final stage, it was explained about the division of project themes and the application that participants will use in monitoring each stage of PJBL development.

Based on the figure above, participants assessed the readiness of the service team in following up the training activities very well. Follow-up is carried out in conjunction with mentoring activities that are scheduled regularly once a month with a whatsapps group to facilitate coordination and communication with participants. In addition, the service team provides every complete document both related to the regulations for organizing project-based learning, learning outcomes in each field of study, especially the humanities and assists participants in operating the application to monitor the progress of project assignments.

During this training activity there were several things that supported and hindered the activity. These came from both inside and outside. Things that supported this training activity include: The first, The high awareness of teachers regarding the importance of this training activity with the participation of participants as expected. The second The enthusiasm of the participants in participating in the training. The Third Ease in initiating cooperation, communication and conditioning of participants so that PKM activities can be carried out smoothly. Things that hinder this training activity include: the first Difficult schedule adjustments with partners. The second Participation of participants whose plan was to invite all teachers at SMA N 1 Tempel, because it coincided with the school agenda, the scheme was changed by inviting teachers from the social humanities clump and then proceeding with the extension to all teachers at the school. The solution to overcome this inhibiting factor is that the monitoring process will be carried out three times. Through this assistance, it is not only seen how far the preparation of project-based learning methods goes but also the process of transferring to teachers at SMA N 1 Tempel.

Acknowledgement

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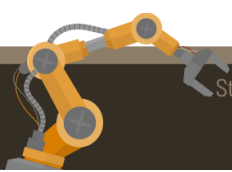
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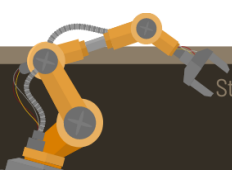
THE VOLTAMMOGRAM OF BIODISEL PRODUCT FROM PROCESSING THE KITCHEN WASTE USED COOKING OIL USING RHIZOPUS SP CATALYST

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Abstract

The used cooking oil is kitchen waste that is abundant and has not been utilized optimally, therefore it needs to be processed into products that have economic value, for example into biodiesel. Biodiesel can be made through the transesterification reaction of oil and short chain alcohol with the help of a catalyst, for example the bacteria Rhizopus sp, which functions to reduce the free fatty acid content in used cooking oil. Rhizopus sp is a biocatalyst, which is biodegradable, renewable and has high selectivity. Rhizopus sp was mixed with used cooking oil in a beaker and incubated. Natural zeolite as an adsorbent is crushed and sieved, then mixed with methanol in a beaker and heated. The research results show that the biodiesel product has a density, free fatty acid content, flame and water content of 0.85 g cm-3, 0.48%, 172^0 C and 0.9% respectively. The voltammogram of the biodiesel product shows the presence of cathodic and anodic peaks, namely - 106,752 and 34,208 µA, while the FTIR spectrum shows the presence of ester groups. Yield of biodiesel products is 45%.

1. Introduction

The used cooking oil is kitchen waste which is often just thrown away, because it has no economic value and can cause environmental pollution. The Bioenergy Directorate of the Ministry of Energy and Mineral Resources has noted that household cooking oil use in 2019 was 13 million tons per year or the equivalent of 16.2 million kilo liters with the potential for used cooking oil kitchen waste being around 3 million kilo liters per year.

The one alternative that can be used to utilize used cooking oil is to process it into biodiesel. Making biodiesel from used cooking oil kitchen waste is expected to reduce household and food industry waste and be able to reduce production costs so that the selling price of biodiesel becomes cheaper. Biodiesel is an alternative energy sourced from vegetable oil which is a renewable material, so its availability is guaranteed in nature. Biodiesel fuel is relatively environmentally friendly and does not cause acid rain (does not contain sulfur) (Aziz et al., 2012).

Biodiesel can be made through the transesterification reaction of oil and short chain alcohol with the help of a catalyst (Darnoko and Cheriyan, 2000), the reaction equation can be seen in Figure 1, with the by-product glycerol, a thick, colorless, odorless liquid and having a sweet taste (Kapuji et al., 2021). The transesterification reaction is influenced by several factors, including reaction time, temperature, type of catalyst and the molar ratio of triglyceride to alcohol (Haryanto & Triyono, 2015). The process of making biodiesel generally uses homogeneous catalysts, for example sodium hydroxide (NaOH), potassium hyodroxide (KOH), hydrochloric acid (HCl), sulfuric acid (H2SO4) and so on, but the use of homogeneous catalysts often creates new problems, namely that catalyst residue is still contained. in biodiesel products, so it needs to be separated again, which is a relatively more complicated process. Apart from that, the use of homogeneous catalysts can also produce side reactions, namely saponification reactions which affect the biodiesel production process (Tony et al., 2016). The process of making biodiesel can also use biocatalysts, such as enzymes, bacteria, and so on. Biocatalysts are biodegradable, renewable and have high selectivity (Fathurahman, 2019).

In this research, the used cooking oil kitchen waste was processed into biodiesel using a biocatalyst, namely Rhizopus sp bacteria, which functions to reduce the free fatty acid content in used cooking oil, and using natural zeolite as an adsorbent because the price is relatively cheaper compared to synthetic zeolite. Natural zeolite is a three-dimensional crystalline mineral of alumina silicate which has channels and cavities containing alkali or alkaline earth metal ions and H2O molecules, which can be replaced by other molecules or ions without damaging the zeolite structure (Las et al, 2012). Zeolites can function as adsorbents, catalysts or molecular filters (Sara et al., 2017). In this research, the physical properties of biodiesel products, the functional groups of components in biodiesel and their yields were studied.
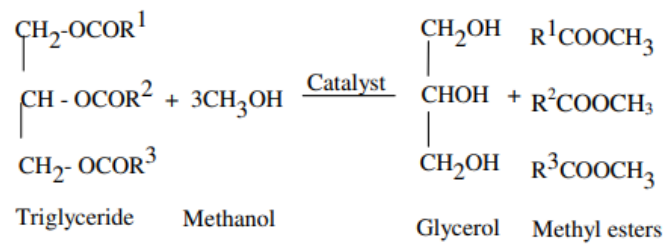
Figure 1.Transesterification reaction

2. Method

Rhizopus sp was mixed with 500 mL of used cooking oil in a beaker and incubated at 35°C for 240 hours. Natural zeolite was crushed and sieved using a 100 mesh sieve, then mixed with methanol in a beaker and heated at a temperature of 60° C. After 240 hours, the mixture of used cooking oil and Rhizopus sp was heated at a temperature of 60° C in a three-neck flask equipped with a thermometer and stirrer. The heated mixture of zeolite and methanol was then mixed with a mixture of oil and Rhizopus sp in a three-neck flask and stirred at a speed of 1000 rpm. Reflux was carried out for 1.5 hours, then put into a separating funnel for 24 hours until two layers were formed, namely the biodiesel layer and the mixture of catalyst, glycerol and residual methanol. Next, density, flame, water content, cyclic voltammogram and FTIR spectrum tests were carried out, and the results were determined.

3. Result and Discussion

Rhizopus sp catalyst

Rhizopus sp bacteria can produce the protease enzyme, a hydrolase enzyme that can break down protein molecules into simpler molecules (Al-Jamal et al., 2014). The enzymes produced depend greatly on the type of substrate, type of bacteria and environmental conditions which can influence bacterial growth and metabolism (Gunam et al., 2011). The substrate used in this research is used cooking oil. The activity of the Rhizopus sp bacteria is relatively better, namely it can reduce the free fatty acid content of used cooking oil to a relatively greater extent (Table 1).

Table 1. Free fatty acid (FFA) levels in several samples (Fitriyah & Pangesti, 2018)

Sample	KOH (cm^3)	FFA
Blank	1.9	0.00
The used cooking oil	6.4	5.05
The used cooking oil +Rhizopus sp	3.4	1.68
The used cooking oil +Bacillus sp	3.5	1.80
The used cooking oil +Saccharomyces cerevisiae	4.7	3.14
The used cooking oil +Saccharomyces sp	3.9	2.24

Biodiesel product

The biodiesel product formed is clear yellow in color. with density, free fatty acid content, flame and water content of 0.85 g cm^{-3}, 0.48 mg-KOH/g, 1720 C and 0.9% respectively (meeting SNI-04-7182-2012 standards, namely a density between 0.85 – 0.89 g cm^{-3}, maximum fatty acid content 0.8 mg-KOH/g, flame starting at 1000 C and water content not more than 1%,). The densities of used cooking oil and glycerol were 0.88 and 1.26 g cm^{-3} respectively and the yield of biodiesel products was 45%.

(a)   (b)
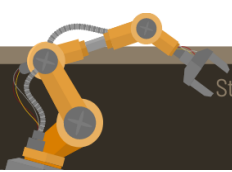
Figure 2. (a) The used cooking oil, (b) biodiesel product separation process, and (c) biodiesel product

Biodiesel cyclic voltammogram

The voltammogram of the biodiesel product shows the presence of anodic and cathodic peaks, which are similar to the voltammogram of water. This is normal because the water content in the biodiesel product is relatively high, 0.9% (maximum water content according to SNI is 1%). The peak current and anodic potential are 34,208 µA and 0.02 V, respectively, while the peak current and cathodic potential are -106,752 µA and -1,175 V, respectively.
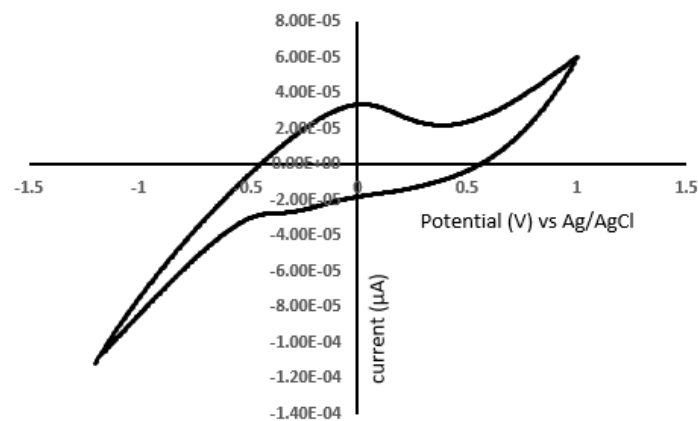
Figure 3. Cyclic voltammogram of biodiesel product

Biodiesel infra red spectrum

The FTIR spectrum shows the presence of ester groups, the absorption of C-O functional groups at a wavelength of 1175 cm^{-1}, C-H alkanes at a wavelength of 2890 cm^{-1} and CH_3 (methyl groups) at a wavelength of 2930 cm^{-1}. The absorption of the C=O group is very clearly visible as a strong spectrum at a wavelength of 1749 cm^{-1}. This shows that biodiesel contains methyl and ester functional group components. The research results show similarities with the research of Bintang et al. (2015) and Zuyyinatus (2022).
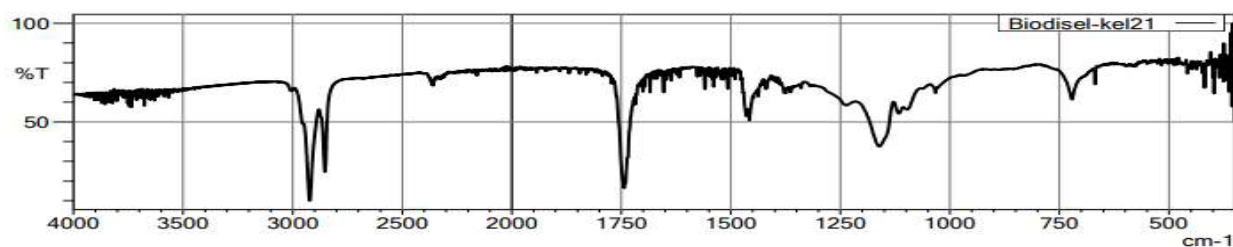
Figure 4. Spektrum FTIR of biodiesel product

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4. Conclusion

The research results show that the biodiesel product has a density, free fatty acid content, flame and water content of 0.85 g cm-3, 0.48%, 172^0 C and 0.9% respectively (meets SNI standard SNI-04-7182-2012). The voltammogram of the biodiesel product shows the presence of cathodic and anodic peaks, namely - 106,752 and 34,208 µA, while the FTIR spectrum shows the presence of ester groups. Yield of biodiesel products is 45%.

Acknowledgements

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WESTERN IMAGE HEGEMONY IN THE AESTHETIC REPRESENTATION OF FOOD ADVERTISING IN INDONESIA

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Abstract

This article aims to describe, namely: 1) The form of Western image hegemony in the aesthetic representation of food advertising in Indonesia; and 2) Factors causing the hegemony of Western images in the aesthetic representation of food advertising in Indonesia as intended. This research method is a qualitative type with a critical "Weltanschauung" perspective. This research data is in the form of digital advertisements on the internet. The main instrument of this research is the researcher himself, who is assisted by documentation guidelines. The data analysis technique uses descriptive qualitative. The results of this research are as follows. 1) Forms of Western image hegemony in the aesthetic representation of food advertising in Indonesia, namely in the form of highlighting various foods of Western origin or image, for example: Pizza Hut, Burgers, Fried Chicken, Spaghetti, Steak, Salad, Macaroni, Lasagna, Ratatouille, Hot Dogs, etc; and 2) The factors causing the strong hegemony of Western images in the aesthetic representation of food advertising in Indonesia. Indonesia as intended, is intertwined with complex domains, one of which is related to the discourse on the treatise of new models of colonialism in the postcolonial era, which is carried out by influencing the mental domain. public awareness through cultural determination, including in the context of advertising in the mass media.

Keywords: hegemony, Western image, food advert aesthetics. Indonesia.

1. Introduction

One of the products of modern culture that has extraordinary power in people's lives is what is known as advertising [1]; [2]. he existence of advertising is not only merely intertwined with the political discourse of marketing economics, but also related to various complex dimensions in culture [3]; [4]. Therefore, it is no exaggeration, when the world communication expert McLuhan, calls advertising one of the greatest art findings of the 20th century [5], because it contains what Raymond Williams terms as a kind of magic system [6], 2005) or in Sutherland's term as the mistique system [7], which has extraordinary power to do the hidden persuaders or the subliminal seduction of public awareness in a massive-ideological manner. In this context, advertising is transformed into a form of superstructure, which has extraordinary power as a determinant of trends, trends, and cultural modes in society [8].

Especially in the context of the world of marketing in the modern era, where there are fundamental changes in the representation of the sign system used in advertising to communicate marketing messages, when compared to when in traditional times. The difference is mainly related to the use of the sign system used, where in the traditional era tends to use a straightforward-denotative sign system or language, which presents a direct description of the product being offered, while in the modern era it puts forward a sign system that is more based on certain connotative images [9], which are considered to have strong attention appeal, even though they often have nothing to do with the product being advertised. This is what has come to be known as image politics in the world of advertising.[10]; [11].

In this context, the existence of advertising has become an instrument that has great power in persuading consumer lust for products, both goods and services, through a series of images it builds [12]; [13]; [14]. Finally, the existence of advertising in this era is part of a very effective commodification trigger machine, which plunges people into excessive consumerism [15]; [16]; [17].

The problem is, when the representation of the sign system of advertising images, with all its potential, its expression has become a justification for the representation of the inevitability of certain values that are detrimental to society, including when the politics of persuasion developed in it from time to time tends to mean destructive [18], thus inviting a lot of criticism that accompanies its presence.

One of the hegemonic and concerning politics of the sign system in advertising in the Indonesian context is what is known as the promotion of an image obsession with food that is primarily of Western origin. The domain of obsession with Western food in the aesthetic representation of advertisements in Indonesia can be seen from the promotion of various types of food along with Western-style eating culture, especially those based on fast

food, for example, fried chicken from various states in America, such as the United States, such as *Kentucky Fried Chicken*, *California Fried Chiken*, *Texas Chicken*; *Hamburger McDonald's, Pizza Hut, Spaghety*, *Salad*, and a wide variety of breads from various brands, such as *BreadTalk*, and other Westernised food items..

As part of the main human rights, the important thing that needs to be considered when discussing eating and eating culture, is not only related to the issue of nutritional content, but also no less important is related to its intersection with the cultural values that accompany it [19]; [20]. There is even an expression that reads "You are what you eat" [21]; [22] which confirms that food has a very strategic position and correlation, not only for each individual, but even also in relation to the context of a nation's communality system [23]; [24], because in it, like all cultural products, it is essentially a reflection of various philosophical cultural values that always accompany its existence. Likewise, the domain of food and eating culture is part of something whose meaning is fundamentally or philosophically related to the existence of the dignity of the cultural identity that it has [25]; [26].

The phenomenon of Western image hegemony in the aesthetic representation of food advertisements in Indonesia is clearly a form of denial of the entity of ownership of various types of human food throughout the world, which is indeed different according to the context and factors of geographical background, climate, and culture that accompany it [27]; [28], o that it is local-particular, instead of the same, universal. In addition, even the hegemony of the obsession with various types of Western food, many actually fall into the category of "junk food" [29]; [30], because of their unbalanced nutritional content, and are not medically healthy, so they can cause various chronic diseases [31]; [32]. In the long term, consuming junk food can cause various serious disease problems related to the heart (such as cardiovascular disease, high blood pressure and cholesterol), excess weight, cancer, and so on [33]; [34].

Based on these points of view, the research on "Western Image Hegemony in the Aesthetic Representation of Food Advertisements in Indonesia" is crucial, important and strategic. With the study found, it is hoped that it can be used as a reference material for the possibility of a culturation revitalisation process. Academically, this study is also in line with the concerns of UNY's research strategic plan, especially related to the development of national character education.

2. Method

The method used in this research is the naturalistic category [35]; [36], with the approach being hermeneutic, which centres on the activity of interpretation [37]; [38]. The data source of this research is advertisements in digital mass media or the internet. The main instrument of this research is the researcher himself as a human instrument [39]; [40]. The data analysis technique is descriptive qualitative, especially by using the model of Miles, Huberman, & Saldana [41], which includes activities: data collection, display and discussion, and conclusion drawing.

3. Results and Discussion

Forms of Representation of Western Image Hegemony in the Aesthetics of Food Advertisements in Indonesia

The issue related to the form of representation of Western image hegemony in the aesthetics of food advertisements in Indonesia, needs to be conveyed in the form of a sign system that classically exists in advertisements, especially those based on visual texts, namely in the form of images (pictorial) and also verbal words written as a unified message. Some examples of this issue, its aesthetic signifiers and signs, especially those found in advertisements in Indonesia, are as shown in the following images.

Figure 1. Westernised food advert for Pizza Hut.

(Source: https://infobrand.id/promo-pizza-hut-spesial-valentine-14-februari-2023-berlaku-takeaway-atau-delivery.phtml)

Figure 1 above is one of the adverts that offers food products that are branded or come from the West, namely pizza hut. As is known, the food is typical of Europe, especially from Italy. Pizza is a savoury Italian dish of round and flat dough, baked in an oven and usually covered in tomato sauce and cheese with other additional ingredients that can be chosen according to taste. The cheese used is usually mozzarella or pizza cheese, as well as parmesan and other types of cheese. Other ingredients that are usually placed on the pizza include meats and sauces, such as salami and pepperoni, ham, bacon, fruits such as pineapple and olives, vegetables such as chillies and peppers, as well as onions, mushrooms and others. In the advert, strong icons are displayed in the form of pictorials or images of the pizza food. Meanwhile, there is also a quite striking verbal expression that reads "Special for your loved ones", in addition to the words "Pizza Hut".

Figure 2. Westernised Food Adverts i.e. *Burger*.

(Source: https://www.msn.com/id-id/berita/other/diskon-promo-burger-king-agustus-2023-dapatkan-2-burger-dengan-harga-lebih-hemat/ar-AA1eSHp5)

The advertisement in Figure 2 above is for a Western food product known as a burger or hamburger. As is well known, this food comes from America. A hamburger or burger is a type of round bun that is sliced in half, and in the centre is filled with a patty that is usually taken from meat, then vegetables in the form of lettuce, tomatoes and onions. The pictorial marker in the advert above, which stands out is the image of burgers placed horizontally and vertically as many as 4 pieces, which looks attractive, then for the verbal marker, in the form of text that is not much but quite striking, which is only in the form of "Doble Mantul" and "Choose as you like".

Figure 3. Westernised Food Adverts for Steak

(Source: https://www.viva.co.id/gaya-hidup/kuliner/1144185-begini-cara-memanggang-steak-yang-benar-seperti-di-restoran

The advert in Figure 3 above also offers a Western food product called steak. Steak is a food dish whose main ingredient is meat, especially beef. As one of the Western specialities, it is said that beef steak was first introduced by the Spanish. The steak advert is not accompanied by verbal markers at all, only pictorial markers, in the form of pieces of beef and some complementary vegetables, such as french fries, carrots, and corn.

Figure 4. Westernised Food Adverts i.e. Salad

(Source: https://www.blibli.com/p/salad-buah-black-300-ml-by-dapur-zanawa-pelopor-salad-buah-indonesia-terenak/ps--ZAO-70055-00021

Next is an advertisement offering a type of food originating from the West, known as "salad", as in figure 4 above. Salad is a type of food consisting of a mixture of vegetables, fresh (raw) fruit seasoned with salt, vinegar and oil, and served with meat. The name salad comes from the Latin sal, which means salt. Then the word sal was absorbed into Old French as the word salade and at the end of the 14th century it was absorbed again into English as salad. In the history of its development, the prestige of salad had fallen when the Romans collapsed until the Middle Ages (5th century to 15th century). In the advert, the main pictorial marker is a picture of a salad in a plastic cup, while the most striking verbal marker is a short text that reads "Black Fruit Salad".

Figure 5. Westernised Food Ad Spaghetti

(Source: https://food.detik.com/mie-dan-pasta/d-6704806/3-resep-spaghetti-populer-ala-restoran-cocok-untuk-makan-bareng-keluarga)

Figure 5 above is an advert for a Spaghetti product. The advert does not include any verbal markers, but only pictorial markers, in the form of a bowl or plate of Spaghetti that is ready to eat. Spaghetti is a type of pasta that is long, thin, cylindrical, and dense, which when observed resembles noodles in general. It is a staple food in traditional Italian cuisine.

Based on some sample data regarding Western food conveyed through advertisements in Indonesia as referred to, how in the consciousness of our society lately, placing the name of various foods originating from the West, for example, which is quite popular is *McDonald's Hamburger*, *Kentucky Fried Chicken*, *California Fried Chicken, Pizza Hut, Spaghety, Salad,* and so on, this is marked by the proliferation of outlets and restaurants that serve menus like this, in various places and corners of the city that can be considered the most strategic.

In fact, when talking about the treatise on food terminology throughout the world, the real nature is colourful, and of course, with the same meaning, the whole is of the same degree. Food, as with other cultural things, its existence is determined by complex contextualities, such as nature, weather, Islam, culture, and so on. In the West, for example, the tendency that develops in relation to food is that many types are bread-based, because the land
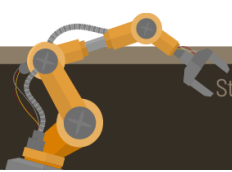
and climate and so on, relatively allow the fertilisation of wheat plants, instead of rice, which is finally processed into rice, as in Indonesia.

The cultural values in question are inherent in the terminology of human food in this case, as well as its fundamental or philosophical meaning, especially related to the existence of human dignity. Wronka (1998) in this regard argues:

Food is a basic need for all human beings. Everyone requires access to food which is: a) sufficient, balanced and safe to satisfy nutritional requirements, b) culturally acceptable, and c) accessibility in a manner which does not destroy one's dignity as human beings [42].

In line with this view, Montanari (2006) also stated the following.

Food as communication finds most its applications in the process of defining one's individuality and one's place in society. Food communicates class, ethnic group, lifestyle affiliation, and other social positions [43].

Based on this fact, it is therefore not surprising that in various contemporary studies, anthropologists, sociologists, and historians after the last few decades of analysing the dimensions of culture, especially in relation to food and food culture [44]; [45]; [46], have finally directed much of their attention to analysing the importance of understanding the relationship between national identity and the food culture of the nations of the world [47]; [48].

The hierarchical construction of food and food culture has had a negative impact on certain affected communities, for example in the form of a widespread and massive obsession with the type of food or food culture that is considered better or more equal. This phenomenon can be seen in the hegemony of Western food across the world. The implication of this hierarchisation is that there is a widespread belief in society that the food and food culture of Western nations is not only considered to be better, but is even used as a kind of ideal standard of food culture for human beings around the world [49]; [50].

Factors Causing the Hegemony of Western Images in the Aesthetic Representation of Food Advertising in Indonesia

The complexity of the problem of Western image hegemony in the aesthetic representation of food advertisements in Indonesia as referred to is actually only part of what is termed the tip of the iceberg. This means that the phenomenon of Western hegemony is only a small part of the problems or problems of Indonesian culture in a very broad sense, which occur in almost the entire system of cultural institutions in Indonesia.

Then, when examined comprehensively, the problem is not a reality with a single explanation, let alone considered as something natural, but is intertwined with complex domains, especially related to the treatise on the struggle for the empire of "power", namely the power of knowledge [51].

Through the book Power/Knowledge Foucault, revealed that the issue of "truth of knowledge" in every cultural text is not unnatural at all, but is always connected to complex variables, and especially power [51]. The meaning of truth (knowledge), thus, must be understood as a system of procedures related to issues of production arrangements, regulation, distribution, operation, and is always connected and exists in relation to the power system. In short, that truth does not lie outside, but within power. Truth is nothing but the relation of power itself. It is a mechanism of rules, which our consciousness already considers certain and true, to determine, sort out, and classify our selfhood [51].

When we talk about power, what we mean in the context of this study is power based on the knowledge of the Western empire, namely the so-called "Orientalism". Orientalism is a form of understanding in Western science, which divides the complexity of the universe of this world too simply and in opposite polar positions, namely the West and the East. The West, in the perspective of Orientalism, is standardised and frozen in knowledge whose meaning is always positive. Meanwhile, the East is placed and constructed in the opposite position of meaning, which is always negative [52].

Throughout its long history, Orientalism has compiled, mapped, developed, and standardised meticulous and detailed knowledge, theories, descriptions, epics, and social calculations about the East, including its nature, people, customs, thoughts, psyche, beliefs, all of which are interpreted in a negative and uncivilised perspective [53] [54]; [55]. In contrast, the West is always constructed as a site of positive meanings [56] [57]; [58]. This is a typical form of Orientalist knowledge, known as binary opposition which is very misleading [59]; [60].

The construction of Western Orientalism knowledge as referred to, how finally has resulted in the construction of inferior cultural patterns owned by former Western colonised nations, including Indonesia, which

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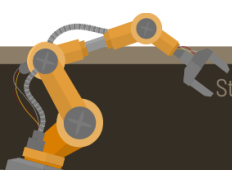
among its small reflections can be verified through its food advertisements that are hegemonic by the image of food originating from the West there.

4. Conclusion

Based on the results of research and discussion in accordance with the focus or formulation of the problem of this research, the following conclusions can be made.

First, the form of Western image hegemony in the aesthetic representation of food advertisements in Indonesia, namely in the form of promoting various foods that come from or have a Western image, for example: *Pizza Hut, Burger, Fried Chicken, Spaghetti, Steak, Salad*, and so on. The various foods with Western characteristics or origin, are presented in the discourse of advertisements in Indonesia, in the form of representations of the sign system, both based on visual texts, namely in the form of images (pictorial) and also verbal words written as a unified message.

Secondly, the factors causing such a strong hegemony of Western imagery in the aesthetic representation of food advertisements in Indonesia are only part of what is termed the tip of the iceberg. This means that the phenomenon of Western hegemony is only a small part of the problems or problems of Indonesian culture in a very broad sense, which occur in almost the entire system of cultural institutions in Indonesia. When examined comprehensively, the problem is not a reality with a single explanation, let alone considered as something natural, but is intertwined with complex domains, one of which is related to the discourse on the struggle for the "power" of truth knowledge, especially based on the empire of "Western Orientalism".

The construction of Orientalist knowledge on the basis of binary opposition that places the West as a superior site, while the East is inferior, has ultimately resulted in a new model of colonisation in all fields of culture, including for example as in the discourse of food advertisements, where food from the West is considered better and higher, when compared to that from the East.

This is a phenomenon termed as postcolonial, which occurs and is experienced by Eastern nations, including Indonesia, even though this nation has been declared independent. a reality that is truly alarming, and very urgent to get attention.

Acknowledgement

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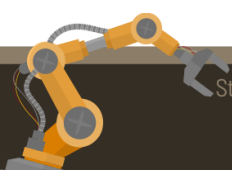
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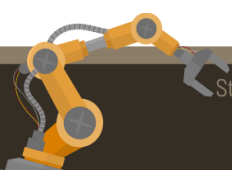
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DEVELOPMENT OF WEB-BASED E-LEARNING IN THE 3T AREA

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Abstract

In the era of technology that is increasingly developing rapidly in all fields, the learning process in the 3T Region, especially High School or Vocational Schools, still carries out conventional learning processes. This means that some students and teachers are not optimal in recognizing and implementing technology in the field of education. The lack of application of technology makes students experience problems in receiving current learning, plus time constraints create a lack of forums for students and teachers, making it difficult for students to obtain material digitally or in softcopy. Teachers also experience problems in recapping student attendance lists recorded via digital traces. This research aims to design and test the service level of a web-based e-learning system in the 3T Region. The development method used is the waterfall method with stages of analysis, design, coding and testing. Testing was carried out using the black box method. The test results show that the e-learning system can be used according to the expected function. However, the drawback of this research is that it needs to provide validation of task descriptions, automate assignment publication times, provide assignment submission page information, and automate assignment upload times.

Keywords: *e-learning, Waterfall, Blackbox, 3T Region, Papua*

1. Introduction

The increasingly rapid development of information technology has made various improvements in various aspects, one of which is the educational aspect[1]. One use of technology that can be applied in schools is an electronic-based learning system, or what is often termed E-Learning. Until now, the word E-Learning is often used to describe all educational activities that use computer and internet media [2].

Since the Corona Virus (Covid-19) the Indonesian government has begun to implement social restriction policies on its people, including holding education processes at home [3]. As a result of this policy, all schools at all levels of education did not hold face-to-face meetings and replaced it with a policy of teaching students from home. Even in the world of education and training today, e-Learning is used for the teaching and learning process. During the pandemic, all activities were disrupted, especially in the world of education. Education staff are starting to think about how to carry out teaching and learning activities even though teaching and learning activities are not effective[4]. One way to carry out the teaching and learning process is through online activities. However, not all regions can carry out completely online activities [5].

Wamena Jayawijaya is a 3T (remote, underdeveloped, outermost) region. There are 9 SMA/Vocational Schools in Wamena. Based on observation results, the majority of SMA/SMK still use conventional learning methods. In the 3T Region, especially Wamena, not all schools have adequate computer facilities. One of the high schools/vocational schools that has adequate laboratories or computer facilities is Yapis Wamena Vocational School. Yapis Wamena Vocational School is a private Vocational High School located in Wamena City, Wamena District, Jayawijaya Regency, Papua Province. This school has skill competencies, namely: Institutional Accounting and Finance skills competency, Nursing Assistant skills competency, Multimedia skills competency, Office Management skills competency and Computer Engineering and Informatics skills program.

The face-to-face learning carried out at the Yapis Wamena Vocational School is still conventional. This makes some students experience problems in receiving current learning, plus time constraints create a lack of forums for students and teachers, making it difficult for students to get material digitally or in softcopy. Teachers also experience other obstacles in recapping student attendance lists which are recorded via digital traces. Seeing the obstacles experienced by teachers and students, researchers will design web-based e-Learning with the aim of making it easier for students to discuss subjects, making it easier for students to get softcopy material without having to go to school, making it easier for students and teachers to take attendance online.

Based on the background above, the problem formulation in this research is how to develop a web-based e-learning system? And what is the level of feasibility of a web-based e-learning system in the 3T Region? The limitations of this research were only for learning between teachers and students at Yapis Wamena Vocational School. This system can only manage materials, assignments, exams, attendance and grades.
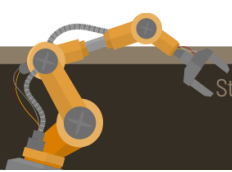
The aim of this research is to develop and test the feasibility level of a web-based e-learning system at the Yapis Wamena Vocational School level. Banyak peneliti terdahulu yang telah melakukan penelitian sejenis [6][7][8][9][10]. The benefits that can be obtained from this research are adding learning media other than textbooks for students, helping teachers in providing learning material, and helping students with digital transformation in the learning process.

2. Method

The object of this research is the design of the e-learning system used at Vocational School, Wamena Papua. Meanwhile, the subjects in this research were media experts, material experts, and students. Media expertise is carried out by lecturers in the field of information systems science. Material Expert is carried out by the Basic Programming subject teacher. Respondents in this research will involve 10 class X students at Yapis Wamena Vocational School, Papua. The design for creating this information system uses the type of research and development (Research and Development) research that is used to develop or validate products used in education and learning [11]. The development model uses the waterfall model, namely a systematic and sequential software development model that starts at the level and progress of the system to analysis, design, code, test and maintenance. This model is used because the quality of the resulting system is good because implementation is carried out in stages, apart from that the model development process is one by one in phase so as to minimize errors that may occur
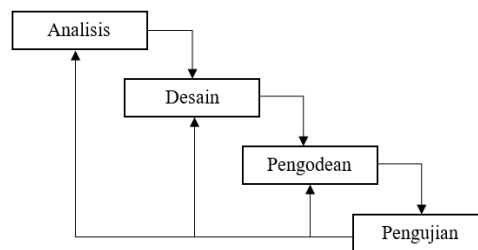
Figure 1. Waterfall Method

The waterfall software life flow approach carried out in the research is as follows:

Analysis

At this stage, data is collected regarding what needs are desired and what needs can be done by the user. The result of this stage is a specification of user needs based on user access rights, namely admin, teachers and students who will use E-Learning at Yapis Wamena Vocational School.

Analysis of the current system explains the system running at Yapis Wamena Vocational School, namely (1) students study face to face three times a week with time limits, so that some students experience problems in receiving learning. (2) Students are given assignments to cover the lack of class meetings. (3) there is no discussion forum for students and teachers. (4) students find it difficult to get material digitally or in softcopy because not all students have Android cellphones (5) student and teacher attendance lists are still filled in conventionally[12].

Design

At the design stage, all the functions of a system are described in detail. There are several activities that need to be carried out at this stage, namely:

1. Create data modeling
   To create data modeling, you can use entity relationship diagrams (ERD) or normalization.
2. Create system modeling.
   To create system modeling depends on the type of programming used. If the analyst uses structured programming, he can use flowcharts and DFD [13].
3. Create a system user interface.
   Coding

Program code is an implementation of a design that has been created, and the creation of this program code must always refer to the design that has been created. The result of this stage is the Yapis Wamena Vocational School E-Learning program which is in accordance with the design made in the previous stage.

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Testing

The testing stage is the stage used to test the system that has been created. Testing is carried out with the aim of finding out whether a system is free from syntax and logic errors. Testing is carried out using a black box. According to [14] black box testing is testing that is carried out only by observing the execution results through test data and checking the functionality of the software.

Black Box testing focuses on the functional requirements of the software. This black box testing method uses alpha testing [15]. Focuses on whether this program meets the requirements stated in the specification. In Black Box Testing, the testing method is only carried out by running or executing a unit or module, then observing whether the results of the unit are in accordance with the desired business process. The test grid using the black box method is as follows: *Equivalence Partitioning, Boundary Value Analysis, Comparison Testing, Sampel Testing, Rebustness Testing, Behavior Testing, Performance Testing, Requirement Testing, Endurance Testing, dan Cause-Effect Relationship Testing.*

3. Results

Development of a classic e-learning system based on the results of analysis of the current system. The following is a system analysis diagram that is currently running at Yapis Wamena Vocational School.
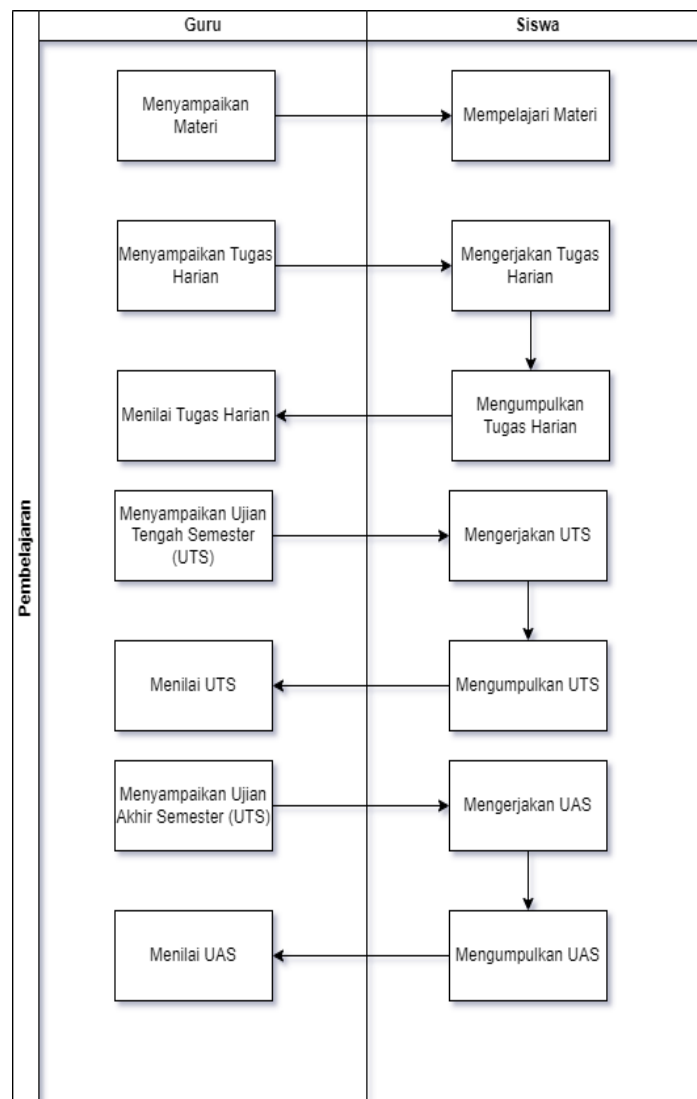
Figure 2. System analysis diagram that is currently running at Yapis Wamena Vocational School

From the current system diagram, a system diagram is then designed to be developed. The author designs a system diagram that will be developed as follows:

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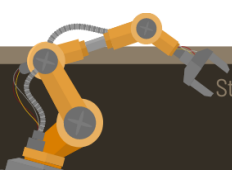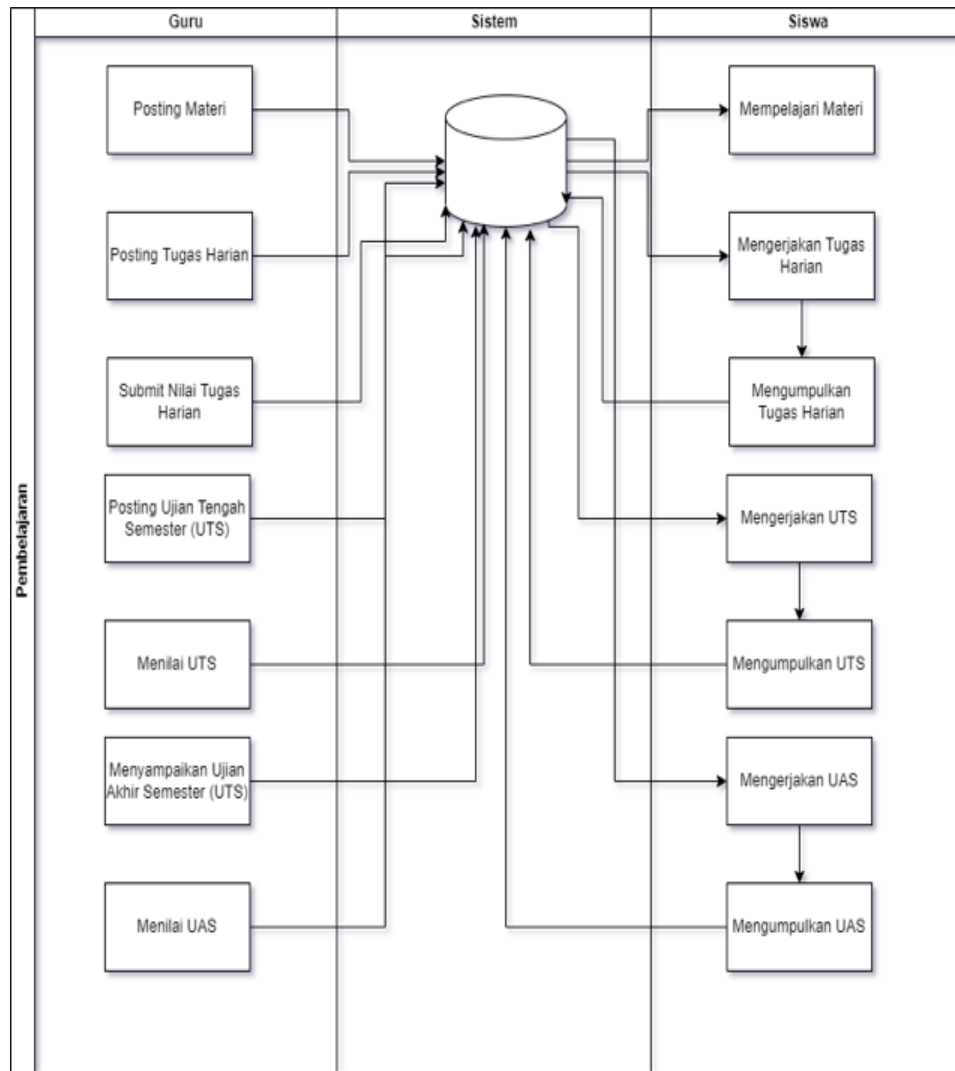
Figure 3. E-Learning Development Diagram

This section contains an analysis of the hardware and software requirements used to develop the system. The hardware required to develop this information system is as follows:

Table 1. System Requirements

No	Name	Spesification	Qty
1	Komputer	Processor: Core i5 2.43 GHz RAM: 8 GB VGA: 1 GB Harddisk: 1 TB Monitor LCD 21 Inch Mouse dan Keyboard Wireless	1 Set
2	Modem Wifi	Internet speed: 10 Mbps	1 unit
3	Printer	Jenis: Color Inkjet Fitur: Print, Scan, Copy	1 unit
4	Code Editor	Sublime Text 3.0 Notepad++ VSCode	
5	Image Editor	Corel Draw X5 Adobe Photoshop CC 2020	
6	Local server	XAMPP	

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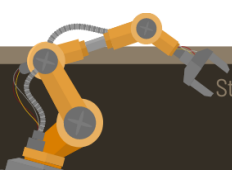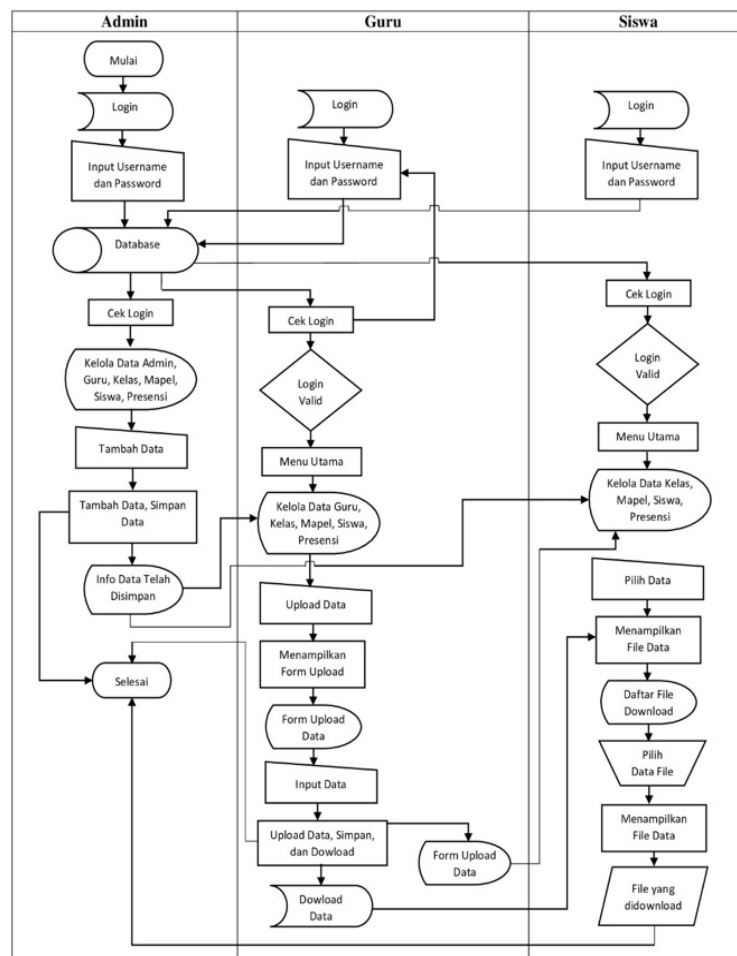
Figure 4. E-Learning Development Flowchart
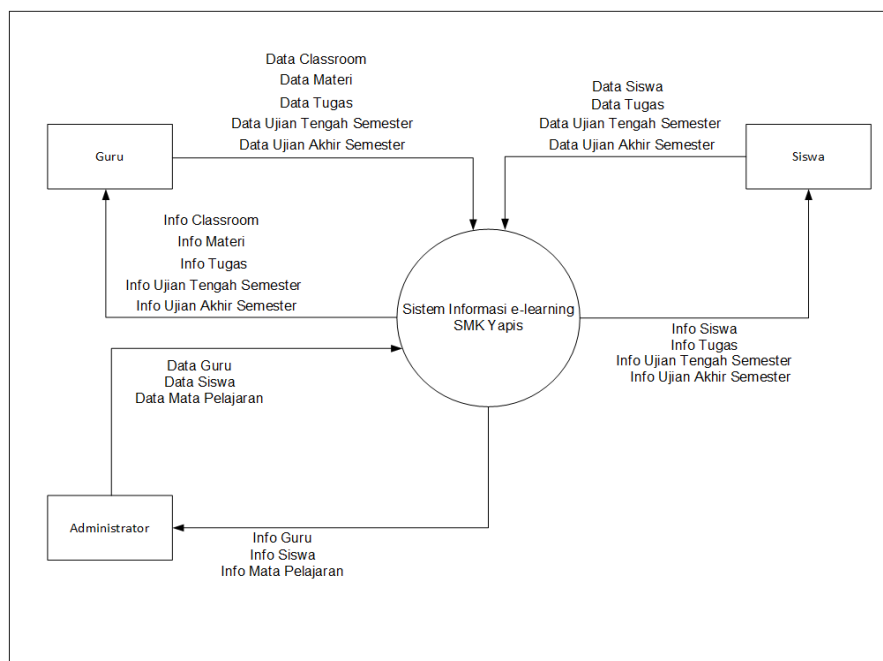
Figure 5. Context Diagram

22
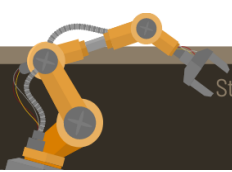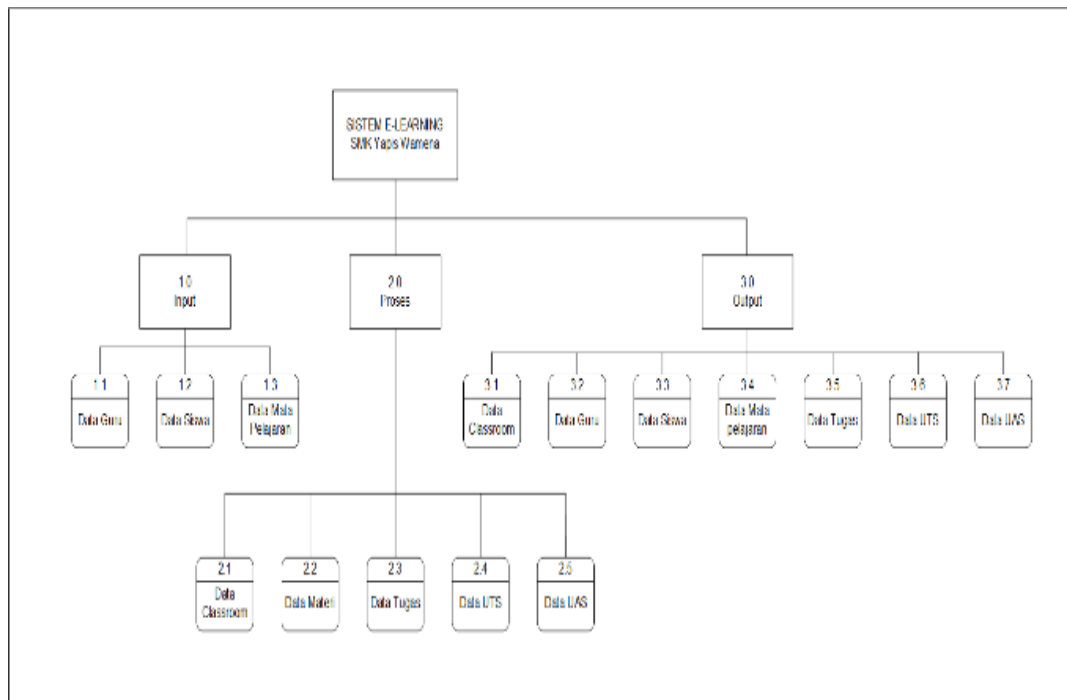
Figure 6. Multilevel Diagram
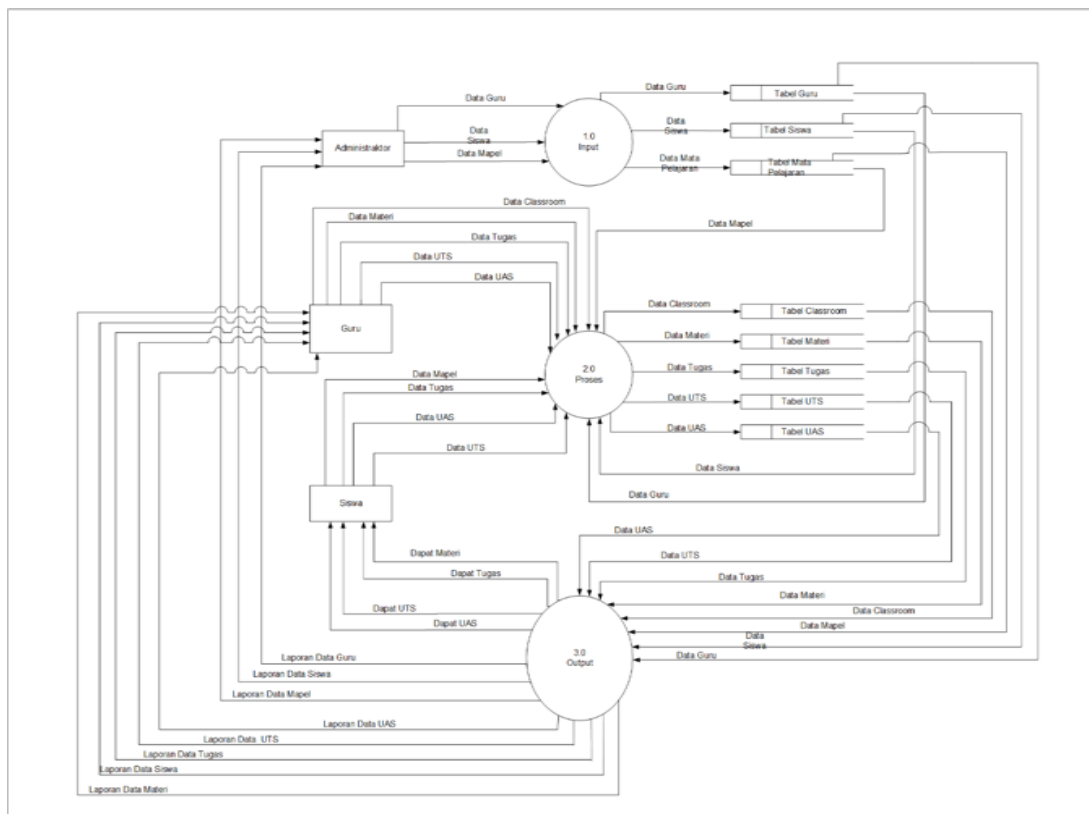
Figure 7. Level 1 Flowchart
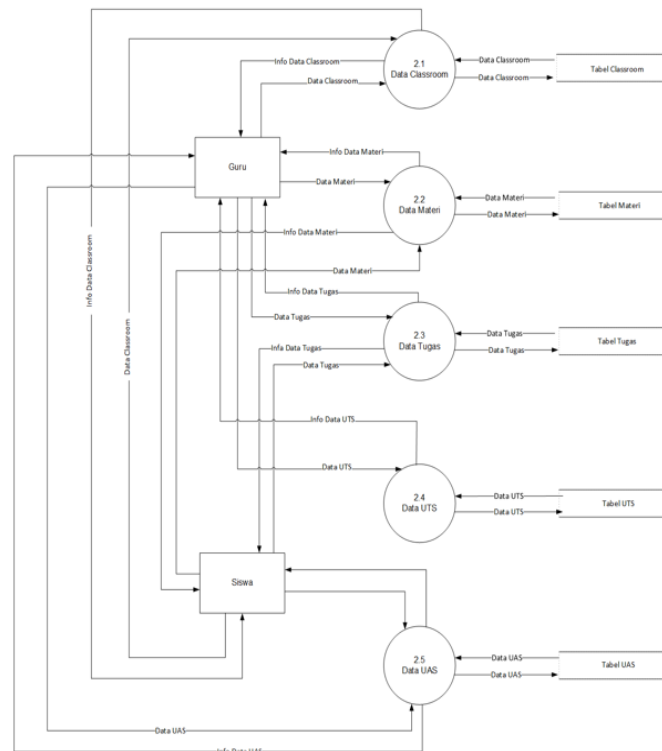
Figure 8. Level 2 Flowchart
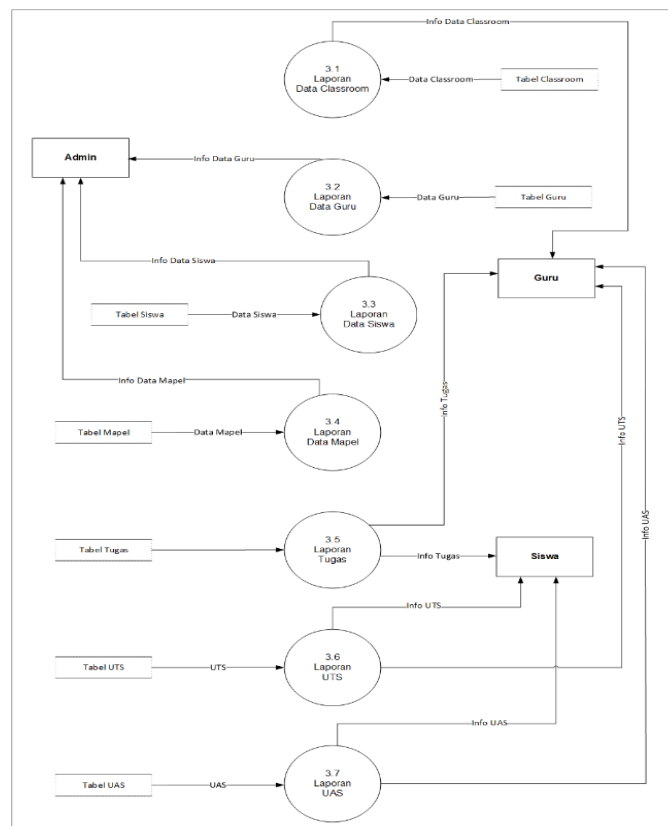
Figure 9. Level 3 Flowchart

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Figure 10. Entity Relationship Diagram

The results of the e-learning system design can be presented in the following image:

Home View
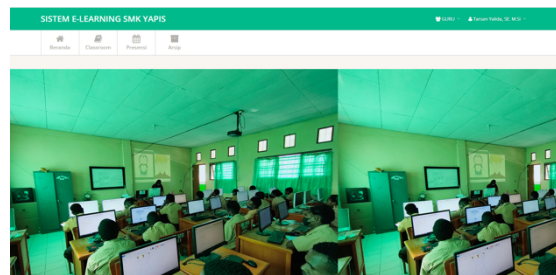
Figure 11. Dashboard View
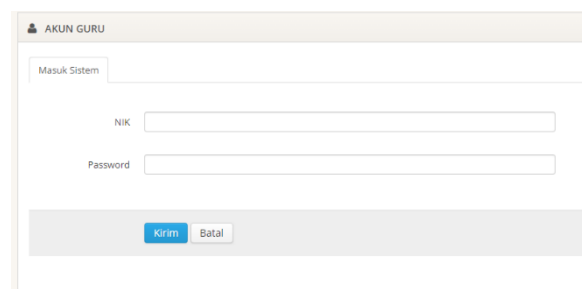
Figure 12. Login View

Classroom Create Form

The form for creating a classroom will appear when accessing the classroom menu. The form for creating a classroom is used to create a classroom for the subject taught so that it can be used by teachers and students in carrying out teaching and learning through e-learning. This can only be done by teachers, while students can only join classrooms. The display form for the classroom can be seen in the following image:
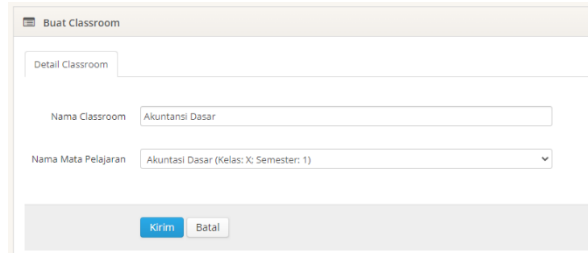
Figure 13. Make Classroom Page

Material Posting Form

The material posting form can be accessed by teachers via the classroom menu. This form is used to post or provide subject material. This material will be accessed by students as teaching and learning material in this subject where posting of material can be done by every teacher who teaches. The material posted can be in the form of document files (ppt, doc, xls, pdf), images and videos that are not too long in duration. With this feature, students can download material provided by the teacher. The appearance of the material posting form can be seen in the following image:
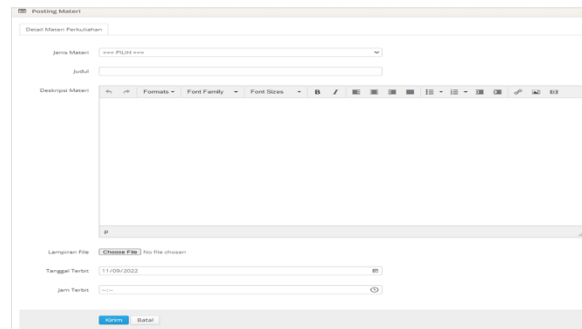
Figure 14. Form page of material

Presence Display

The attendance display will display the attendance that has been input by the student. The presence display can be seen in the following image:
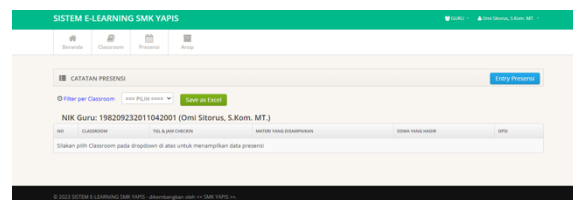
Figure 15. Attendance view

Black Box Testing

Table 1. Black Box Testing

Form	Masukan	Deskripsi Uji	Hasil yang Diharapkan	Hasil Pengujian
Siswa	Masukan NIS dan password	Menampilkan halaman login masuk ke halaman utama	Login berhasil dan masuk ke halaman utama	Sesuai
	Join classroom	Menampilkan halaman classroom matapelajaran yang dipilih	Join berhasil dan menampilkan classroom yang dipilih	Sesuai

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Form	Masukan	Deskripsi Uji	Hasil yang Diharapkan	Hasil Pengujian
	Entry Presensi	Mengirim presensi tanggal dan jam pelajaran, classroom guru, dan pertemuan	Berhasil mengirim presensi dengan memilih tanggal jam pelajaran, guru classroom, dan pertemuan	Sesuai
	Hapus data presensi	Menghapus data presensi	Berhasil menghapus data presensi	Sesuai
	Logout	Keluar dari akun sistem elearning dan kembali ke halaman login	Berhasil logout dan kembali ke halaman login	Sesuai
Guru	Masukan NIP dan password	Menampilkan halaman login masuk ke halaman utama	Login berhasil dan masuk ke halaman utama	Sesuai
	Masukan nama classroom dan memilih mata pelajaran yang disediakan admin	Menampilkan nama classroom	Nama classroom berhasil ditambahkan	Sesuai
	Posting materi dan tugas pada classroom	Menampilkan materi dan tugas pada classroom	Postingan berhasil dan menampilkan materi untuk siswa	Sesuai
	Mengunduh tugas siswa	Menampilkan list jawaban tugas siswa	Berhasil menampilkan list jawaban tugas siswa yang didownload	Sesuai
	Masukkan data nilai pada tugas siswa	Mengunduh data nilai siswa	Berhasil memasukkan data dan mengunduh nilai siswa	Sesuai
	Entry Presensi	Mengirim presensi tanggal dan jam pelajaran, classroom guru, dan pertemuan	Berhasil mengirim presensi dengan memilih tanggal jam pelajaran, guru classroom, dan pertemuan	Sesuai
	Hapus data presensi	Menghapus data presensi	Berhasil menghapus data presensi	Sesuai
	Logout	Keluar dari akun sistem elearning dan kembali ke halaman login	Berhasil logout dan kembali ke halaman login	Sesuai
Ahli Media	Masukkan username admin dan password	Menampilkan halaman login masuk ke halaman utama	Login berhasil dan masuk ke halaman utama	Sesuai
	Masukkan NIK dan password	Menampilkan halaman login masuk ke halaman utama	Login berhasil dan masuk ke halaman utama	Sesuai
	Masukkan NIS dan password	Menampilkan halaman login masuk ke halaman utama	Login berhasil dan masuk ke halaman utama	Sesuai
	Masukan entry data guru	Menambahkan data guru	Data guru berhasil ditambahkan	Sesuai
	Masukan edit data guru	Mengubah data guru	Berhasil mengubah data guru	Sesuai
	Hapus data guru	Menghapus data guru	Data guru berhasil dihapus	Sesuai

Form	Masukan	Deskripsi Uji	Hasil yang Diharapkan	Hasil Pengujian
	Mencari data guru berdasarkan NIK, Nama, email, sandi	Pencarian data guru ditemukan	Berhasil menemukan data guru berdasarkan NIK, Nama, email, dan sandi	Sesuai
	Masukan entry data siswa	Menambahkan data siswa	Data siswa berhasil ditambahkan	Sesuai
	Masukan edit data siswa	Mengubah data siswa	Berhasil mengubah data siswa	Sesuai
	Hapus data siswa	Menghapus data siswa	Data siswa berhasil dihapus	Sesuai
	Mencari data siswa berdasarkan NIK, Nama, sandi	Pencarian data siswa ditemukan	Berhasil menemukan data siswa berdasarkan NIK, Nama, dan sandi	Sesuai
	Masukan entry data mata pelajaran	Menambahkan data mata pelajaran	Data mata pelajaran berhasil ditambahkan	Sesuai
	Masukan edit data mata pelajaran	Mengubah data mata pelajaran	Berhasil mengubah data mata pelajaran	Sesuai
	Hapus data mata pelajaran	Menghapus data mata pelajaran	Data mata pelajaran berhasil dihapus	Sesuai
	Mencari data mata pelajaran berdasarkan kode, nama, kelas, semester, dan status aktif	Pencarian data siswa ditemukan	Berhasil menemukan data mata pelajaran berdasarkan kode, nama, kelas, semester, dan status aktif	Sesuai
	Masukan entry data admin	Menambahkan data admin	Data admin berhasil ditambahkan	Sesuai
	Masukan edit data admin	Mengubah data admin	Berhasil mengubah data admin	Sesuai
	Hapus data admin	Menghapus data admin	Data admin berhasil dihapus	Sesuai
	Mencari data admin berdasarkan username, password, dan fullname	Pencarian data admin ditemukan	Berhasil menemukan data admin berdasarkan username, password, dan fullname	Sesuai
	Logout	Keluar dari akun sistem elearning dan kembali ke halaman login	Berhasil logout dan kembali ke halaman login	Sesuai

e-Learning Evaluation Result

Student Testing

Based on the average user test percentage results (students) are 100% so the user acceptance scale value is in the interval 81-100% in the "very good" category.

Teacher Testing

Based on the average user test percentage results (students) are 100% so the user acceptance scale value is in the interval 81-100% in the "very good" category.

Based on the results of media expert test data analysis, the following e-learning system input results Sistem e-learning :

a. It is best to provide validation that the job description is not empty

b. The date and time the assignment is published does not need to be filled in manually (read current date time)

c. Provide information on the assignment submission page regarding the assignment status "already completed"/"graded"/"deadline on...",

d. When uploading an assignment, the classroom name should not be typed manually.

4. Discussion

Based on the results of the black box trial, it can be concluded that the e-learning system at Yapis Wamena Vocational School can be used well, seen from the answers of teachers, students and media experts in all aspects who provide appropriate answers.

Based on the average user test percentage results (students) are 100% so the user acceptance scale value is in the interval 81-100% in the "very good" category. Likewise, the results of the user test percentage (students) were 100% so that the user acceptance scale value was in the interval 81-100% in the "very good" category. Furthermore, based on the results of media expert test data analysis, the following e-learning system input results are obtained: The e-learning system should be given validation that the task description is not empty. On the date and time the task is published, it does not need to be filled in manually (read current date time). Provide information. on the assignment submission page regarding the assignment status "already done"/"graded"/ "deadline on...", and when the assignment will be uploaded, the classroom name should not be typed manually.

5. Conclusion

The development of the e-learning system in the 3T area uses the waterfall method, starting from analysis, design, coding, to the testing stage. To test this system, black box testing is used.

Based on the results of the tests that have been carried out, it can be concluded that the overall results of the black box testing of the teacher, student and admin user forms on this e-learning system are appropriate. This means that the results of the test data execution and functional checks of the e-learning system have gone well. Then, in the user test results, students obtained a percentage result of 100%, which means that the e-learning system is in the "very good" category in the five indicators given, namely in terms of understanding, task collection, ease of use, appearance and benefits of e-learning. The development of this system has also received input from media experts, including providing validation of task descriptions, automating task publication times, providing task collection page information, and automating task upload times.

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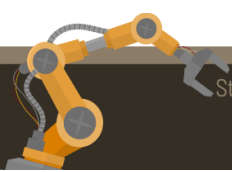
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DIGITAL CITIZENSHIP EDUCATION: IMPLEMENTATION OF INSTAGRAM AND TIKTOK APPS FOR MICRO SMALL MEDIUM ENTERPRISES

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Abstract

This study aims to analyze the effectiveness of digital marketing training and management of Micro, Small, and Medium Enterprises (MSMEs), and the implementation of the impact of digital marketing training and MSME management as an effort of innovation and student care to increase the turnover of MSME fighters in order to realize Sustainable Development Goals (SDG's). The research was conducted at Pantai Mesra Gunungkidul, Yogyakarta Special Region. This research uses mixed methods with a correlation approach analysis technique. Data collection using a validated questionnaire, and also conducted in-depth interviews. The results showed that there was an effectiveness and implementation of the impact of implementing digital marketing training and MSME management as an effort to increase turnover, showing a value of 3.90, a scale assessment of 1 to 4. The conclusion of this study is that digital marketing training and MSME management are feasible to apply to help increase MSME turnover.

Keywords: digital citizenship, instagram, mesra beach, MSME's, tiktok

1. Introduction

The urgency of digital marketing training and management of Micro, Small and Medium Enterprises (MSMEs) at Mesra Beach, Gunungkidul Regency in order to increase the income of Mesra Beach MSMEs, and also to create quality and superior digital citizens in order to compete in the global era, there are several backgrounds. First, the potential for tourism development in Gunung Kidul Regency is very large based on the BPS number of tourist attractions in Gunung Kidul in 2018 there were 42 tourist attractions and in 2020 it increased significantly to 70 tourist attractions. Besides the increase in the number of tourist attractions, it is also accompanied by the emergence of traders who are united in a community called the Tourism Awareness Group (Pokdarwis). Data from the Regional Development Planning Agency (BAPPEDA) of Yogyakarta Special Region Province shows that the number of Pokdarwis in Gunung Kidul Regency in 2023 only increased by 18 groups. Second, many MSME players have gone out of business, this is also caused by the Covid pandemic which has caused many tours that have not yet risen economically [1]. Based on data processed by P2E LIPI through, it is stated that the Covid-19 pandemic has had an impact on the tourism sector on MSMEs engaged in micro food and beverage businesses reaching 27% [2]. The Special Region of Yogyakarta was heavily affected by the pandemic and experienced a decline of 31 percent to 60 percent with 277 MSMEs forced to temporarily lay off. [3].

Third, the Special Region of Yogyakarta has several attractive beach destinations, one of which is Mesra Beach in Gunungkidul Regency. Mesra Beach has advantages over other beaches in Gunungkidul. The development of child-friendly ecotourism is suitable to be developed at Mesra Beach with a beautiful natural panorama and white sand that is still very well preserved, and a large yard gives this beach great tourism potential. Fourth, Pancasila becomes the Philosophische Grondslag or Weltanschauung of the Indonesian state, so that the life of citizens must be guided by Pancasila, including in the economic field.

The pillar of the economy in Indonesia is the Cooperative. The role of cooperatives is very impactful for the economy in Indonesia. Fifth, technological advances in this digital era bring humans who always need technology in their daily lives, for example in the economic sector, the process of buying and selling transactions, starting from product promotion, and product payment, to the process of sending products using technology. This technological advancement changes the order of citizens who are interconnected and synergize with each other, both between regions within one country, and between countries in the world.

These five backgrounds are the basis for finding and analyzing: (1). To describe the condition of MSMEs in Pantai Mesra in utilizing digital businesses to increase MSME income and create superior and quality digital citizens; (2). To analyze the urgency of holding digital marketing training and MSME management training to increase MSME income and create superior and quality digital citizens; (3). To analyze the impact of the

implementation of digital marketing training and MSME management training to increase MSME income and create superior and quality digital citizens. Researchers also have a formal juridical basis, namely guided by Law Number 20 of 2008 concerning Micro, Small and Medium Enterprises (MSMEs), Article 33 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, and the Independent Campus Learning Policy (MNKM) in accordance with the Regulation of the Minister of Education and Culture Number 03 of 2020 concerning National Higher Education Standards.

This research has a renewal value from previous studies, there is relevance from previous research, namely, first, in a study entitled Ecotourism Development Strategy for the Ancient Nglanggeran Volcano as a support for economic Growth in Gunungkidul Yogyakarta, the development of ecotourism related to ancient volcanoes in Nglanggeran village is discussed. But in practice, poor tourism management and the lack of strategies hinder the growth of the tourism sector in general and ancient Nglanggeran volcano ecotourism in particular. Especially in the Gunungkidul district, proper management and comprehensive information can encourage the growth of the tourism sector and the economy [4].

Second, another study which looked at the development of agritourism in Jatirejoyoso village based on indigenous knowledge and Pancasila values concluded that it was successful in realizing the development of agritourism based on indigenous knowledge and Pancasila values with community empowerment. In addition, agritourism-based farmland can be improved by utilizing local knowledge and Pancasila values to create sustainable agriculture. Two markers, separation and control that have been achieved, are signs of community strengthening. Community control is carried out through Focus Group discussions to communicate directly with the manager, and the community is actively involved in the activities carried out [5].

Third, research tentang pengembangan digital marketing untuk produk UMKM Tahu di Desa Ploso Kecamatan Ploso Kabuoaten Jombang, yang menghasilkan data bahwa, sosialisasi dan pendampingan edukasi digital marketing untuk UMKM dapat meningkatkan omzet penjualannya serta memperluas segmentasi pasar melalui pemasaran online menggunakan aplikasi Shopee, TikTok, dan Instagram [6].

Meanwhile, the novelty value of this research is to measure and analyze the implementation of digital marketing and management of Mesra Beach MSMEs using the Instagram and Tiktok applications as skills possessed by digital citizenship, in order to compete in the world of tourism in the global era.

2. Method

This research uses a combination research method between qualitative and quantitative research. The combination research method is a study that combines or combines one research method, namely quantitative research methods with other research methods, namely qualitative research methods, which aim to be used together in one research activity so that data can be obtained that has more comprehensive, valid, reliable, and objective characteristics [7,8]. This research was conducted within 3 months, which was conducted on July 01, 2023, to September 10, 2023, located at Mesra Beach, Ngepung, Kemadang, Ngrawe, Gunungkidul Regency, Yogyakarta Special Region. The subjects of this research are the perpetrators of Mesra Beach MSMEs, the Chairperson of the Mesra Beach Tourism Awareness Group (POKDARWIS), and Mesra Beach Management.

This research data collection technique is in the form of observation to observe the conditions at the research location, then conducting in-depth interviews to find more detailed data after observation, and then the process of distributing questionnaires, to statistically analyze the data on the impact of the application of digital marketing education training and MSME management to increase MSME income in order to prepare superior and quality human resources and have a global outlook or become a global and digital citizen in the digital era. The data analysis technique uses a combination of qualitative data analysis techniques and quantitative analysis techniques, namely descriptive-exploratory analysis.

The following is the framework for this research:
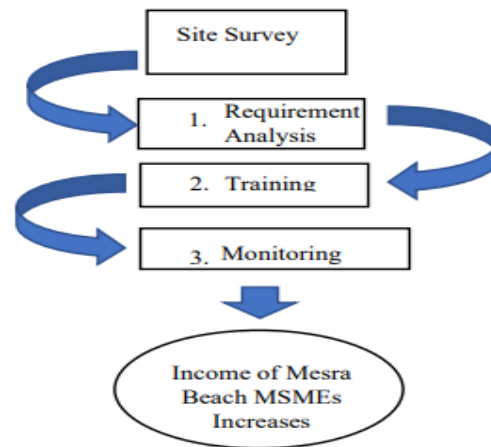
Figure 1. Research framework

Based on the research framework, this research is based on observations of tang occurring at the Mesra Beach Gunungkidul tourist attraction, then there is a data analysis that, MSME players at Mesra Beach are still minimal about the use of social media which can actually have an impact on the ease of promoting MSME products and can also increase the income of Mesra Beach MSME players. In addition, MSME players also still have minimal MSME management skills, so after finding a needs analysis, the next stage is to conduct digital marketing training and also MSME training for Mesra Beach MSME players. The third stage after conducting training is mentoring progress or progress from the impact after the training is held, to measure the implementation of the knowledge that has been given in the training so that it can be applied properly. The final stage is to measure the difference in income after the digital marketing training and MSME management training.

3. Results

The results of the research obtained data from the observation process this activity was carried out in the first week of this research activity. the purpose of the observation activity is to observe the conditions of understanding and awareness of MSME actors in the application of digital marketing and MSME management to become superior and quality digital citizens in the current digital era. the results of observation activities are that researchers can know, feel, and see the conditions that occur directly at the research location, to analyze the initial stage of the situation. the following is a documentation of activities:

Figure. 2. Observation Mesra Beach, Gunungkidul, Special Region of Yogyakarta (Researcher's Personal Photograph)

The results of the research obtained data from the interview this activity was carried out in the open hall of Mesra Beach, by gathering the UMKM actors of Mesra Beach, then holding an interview discussion of UMKM representatives with the research team, to find out the complaints and needs of MSME actors in running their businesses. From the results of the interview activities, it was found that they were doing business in a traditional way, not doing business in a modern way or applying technology in the process of promotion, transactions, and others. In addition, their knowledge of MSME management is also still minimal, often experiencing losses due to a lack of financial recording skills, recording product stock, and others. Therefore, researchers obtained data on the importance of organizing digital marketing training and MSME management training to improve the digital skills of MSME players, in an effort to increase the income of MSME players and prepare quality and superior digital citizens. The following is photo documentation of interview activities:

Figure. 3. Interview Activity with MSMEs of Mesra Beach Gunungkidul, Special Region of Yogyakarta
(Researcher's Personal Photograph)

The results of the research obtained data from the questionnaire results, data collection activities using questionnaires were carried out twice, the first when the digital marketing training and MSME management training were about to begin, then the second was carried out when they wanted to close the digital marketing training and MSME management training activities. The following are the data results from the first questionnaire distribution process:

Table 1. Data Results of Digital Knowledge and Citizen Awareness of Using Digital, in Order to Measure Digital Citizen Knowledge

Indicator	Number of Items	Score	F	Score Total Average	Score Percentage
Digital Citizenship	10	SS (4)	45	180	31%
		SS (3)	29	87	15%
		SS (3)	92	184	32%
		SS (1)	124	124	22%
Total			290	575	100%
Maximum Score	1200				
Average Percentage		48%			
Criteria	Cukup				

Based on Table 1. it is concluded that the knowledge and ability to apply digital to become a qualified and superior digital citizen is still at a value of 48% with the category "Sufficient", therefore it is still important to organize training activities that can increase understanding and digital skills for citizens to become qualified and superior digital citizens. The aspects assessed are: (1). Knowledge of the digital world; (2). Knowledge of using social media; (3). What social media is used; (4). Digital citizen awareness has an innovative character in using social media; (5). Digital citizen awareness can see opportunities using social media; (6). Digital citizen awareness realizes there are challenges in using social media; (7). Digital citizens awareness to be aware of maintaining privacy in using social media; (8). Application of good manners in using social media; (9). Digital awareness to maintain peace in using social media; (10). Digital citizen awareness to avoid and prevent hoax news in using social media.

Table 2. Understanding of Digital Marketing and Internet in Learning Digital Marketing

Indicator	Number of Items	Score	F	Score Total Average	Score Percentage
Digital Marketing	15	SS (4)	283	1132	85%
		SS (3)	0	0	0%
		SS (3)	47	94	7%
		SS (1)	105	105	8%
Total			435	1331	100%
Maximum Score	1800				
Average Percentage		74%			
Criteria	Kuat				

Based on Table 2. it is concluded that there is still a lack of application of digital marketing, and the high enthusiasm of the Gunungkidul Mesra Beach MSME players to learn the digital world, especially about digital marketing, obtained a value of 74% with the category "Strong", therefore it is important to organize activities to provide digital marketing training. The aspects assessed are: (1). Digital citizen experience in shopping on social media; (2). Knowledge of how to sell on social media; (3). Digital citizens experience how to advertise on social

media; (4). Digital citizens experience difficulties in selling on social media; (5). The experience of digital citizens feeling difficulties in advertising on social media; (6). The importance of digital citizens having the skills to sell on social media; (7). The importance of digital citizens participating in training and mentoring programs on digital marketing; (8). The seriousness of digital citizens in learning digital marketing material; (9). Readiness of digital citizens to have mobile device facilities to sell on social media; (10). Readiness of digital citizens to have internet constraints to sell on social media; (11). Digital citizens have relatives/family who are already selling on social media; (12). Digital citizens have a spirit of optimism because selling on social media can increase the turnover of MSMEs; (13). Digital citizens have a spirit of enthusiasm by selling on social media can increase MSME turnover; (14). Digital citizens already have superior products and have been in attractive packaging for selling on social media; (15). Digital citizens are willing to learn and be accompanied by training on selling on social media offline and online through WhatsApp Groups.

Table 3. Understanding of MSME Management and Internet in Studying MSMEs.

Indicator	Number of Items	Score	F	Score Total Average	Score Percentage
MSME Management	10	SS (4)	134	536	69%
		SS (3)	12	36	5%
		SS (3)	58	116	15%
		SS (1)	86	86	11%
Total			290	774	100%
Maximum Score	1200				
Average Percentage		65%			
Criteria	Cukup				

Based on Table 3. it is concluded that there is still a lack of knowledge of MSME management, the application of MSME management skills, and the high enthusiasm of MSME players in Pantai Mesra Gunungkidul to learn MSME management, so that, a value of 65% is obtained with the category "Strong", therefore it is important to organize activities to provide MSME management training. The aspects assessed are: (1). Digital citizen knowledge about MSME management; (2). Digital citizens feel difficulties in managing MSMEs; (3). Digital citizen experience recording the remaining product stock in managing MSMEs; (4). The experience of digital citizens recording stock of products that have been sold in managing MSMEs; (5). The experience of digital citizens experiencing losses due to not being careful or not having financial cash flow skills; (6). The importance of digital citizens having MSME management skills; (7). The experience of digital citizens has participated in training/mentoring programs on MSMEs; (8). The seriousness of digital citizens in learning digital marketing material; (9). Digital citizens have relatives/family who already understand MSME management; (10). Digital citizens are willing to learn and be assisted with MSME management training offline and online through the WhatsApp Group.

After collecting data by distributing the first questionnaire, the researchers then conducted digital marketing training activities and MSME management training activities for MSMEs at Mesra Beach, Gunungkidul, Yogyakarta Special Region. The activities went smoothly, there was a discussion about the material that had been delivered, and directly the application of basic digital marketing, starting from downloading applications on Instagram and TikTok on Google Play store, creating accounts, editing product photos, learning to create product descriptions, and uploading product photos to advertise Mesra Beach MSME products. The following is documentation of digital marketing training activities and MSME management training:

Figure 4. Digital marketing and MSME Management Training Activies with MSMEs of Mesra Beach Gunungkidul, Special Region of Yogyakarta (Researcher's Personal Photograph)

After the training activities, researchers continued data collection activities through the distribution of the second questionnaire. The following are the data results from the second questionnaire distribution process.

Table 4. Data Results on Assessment of the Effectiveness and Benefit of the Training Program

Indicator	Number of Items	Score	F	Score Total Average	Score Percentage
Assessment of the Program	10	SS (4)	283	1132	98%
		SS (3)	7	21	2%
		SS (3)	0	0	0%
		SS (1)	0	0	0%
Total			290	1153	100%
Maximum Score	1200				
Average Percentage		96%			
Criteria	Powerful				

Based on table 4. Assessment of the course of the digital marketing and MSME management training program for MSMEs of Mesra Beach, Gunungkidul, Yogyakarta Special Region to improve digital citizen skills in order to increase the income of MSME players and also prepare quality and superior digital citizens, a score of 96% was obtained with the category "Very Strong", because the impact of the training program was very useful and easily understood by the Mesra Beach MSME players. The aspects assessed are: (1). The content of digital marketing and MSME management training materials uses language that is easy to understand; (2). Digital marketing and MSME management training runs smoothly; (3). Digital marketing and MSME management training run systematically; (4). The need for a similar program in the future; (5). Presenters of digital marketing and MSME management training in delivering material can be easily understood; (6). Presenters of digital marketing and MSME management training in delivering material have ethics; (7). The speaker in delivering the material masters the scientific field presented; (8). The speaker in delivering the material displays material that is interesting to present; (9). Digital marketing and MSME management training can aim to prepare qualified and superior digital citizens; (10). Digital marketing and MSME management training can have an impact on increasing MSME turnover.

Table 5. Results of Data on Assessment of Digital Marketing Materials

Indicator	Number of Items	Score	F	Score Total Average	Score Percentage
Assessment of Digital Marketing Materials	5	SS (4)	143	572	99%
		SS (3)	2	6	1%
		SS (3)	0	0	0%
		SS (1)	0	0	0%
Total			145	578	100%
Maximum Score	600				
Average Percentage		96%			
Criteria	Powerful				

Based on table 5. Assessment of the course of the digital marketing for MSMEs of Mesra Beach, Gunungkidul, Yogyakarta Special Region to improve digital citizen skills in order to increase the income of MSME players and also prepare quality and superior digital citizens, a score of 96% was obtained with the category "Very Strong", because the impact of the training program was very useful and easily understood by the Mesra Beach MSME players. The aspects assessed are: (1). Digital marketing materials use Indonesian in accordance with the General Guidelines for Indonesian Spelling (PUEBI); (2). Digital marketing materials are very useful or effective as an effort to increase MSME turnover; (3). Digital marketing materials are in accordance with the needs of Mesra Beach MSME players; (4). Digital marketing material is very practically implemented by Mesra Beach MSME players; (5). Digital marketing materials have implemented innovative opportunities to increase the turnover of Mesra Beach MSME players. Here is the documentation of digital marketing materials, namely:

Figure 5. Digital Marketing Materials Presented by Akmal Firmansyah (Researcher's Personal Photograph)

Table 6. Data Results on Assessment of MSME Management Materials

Indicator	Number of Items	Score	F	Score Total Average	Score Percentage
Assessment of MSME Management Materials	5	SS (4)	141	564	96%
		SS (3)	4	16	3%
		SS (3)	2	8	1%
		SS (1)	0	0	0%
Total			147	588	100%
Maximum Score	600				
Average Percentage		98%			
Criteria	Powerful				

Based on table 6. Assessment of the course of the MSME management training program for MSMEs of Mesra Beach, Gunungkidul, Yogyakarta Special Region to improve digital citizen skills in order to increase the income of MSME players and also prepare quality and superior digital citizens, a value of 98% was obtained with the category "Very Strong", because the impact of the training program was very useful and easily understood by the Mesra Beach MSME players. The aspects assessed are: (1). MSME management materials use the Indonesian language in accordance with the General Guidelines for Indonesian Spelling (PUEBI); (2). MSME management materials are very useful or effective as an effort to increase MSME turnover; (3). MSME management materials are in accordance with the needs of Mesra Beach MSME actors; (4). MSME management material is very practically implemented by Mesra Beach MSME players; (5). MSME management materials have implemented innovative opportunities to increase the turnover of Mesra Beach MSME players. Here is the documentation of digital marketing materials, namely:

Figure 6. MSME Management Materials Presented by Ariska Nurahma (Researcher's Personal Photograph)

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4. Discussion

Based on the results of the study, one of the global citizenship skills needed for MSMEs is understanding and implementing digital marketing and MSME management, one of which is by utilizing the Instagram and TikTok applications as media for digital marketing and MSME management.

The ability to use Instagram and TikTok applications for MSMEs is needed in the current digital era, therefore preparation in the form of education and mentoring must be needed to improve digital citizenship skills. The ability of digital marketing to prepare superior global citizenship and be able to compete in the global world is in accordance with the theories of experts who argue that, digital citizenship is a concept that involves the skills, knowledge and behaviors required for responsible, effective use of digital technologies. This concept includes online privacy, digital ethics, cyberbullying, copyright and online safety. The concept of digital citizenship is important to introduce to MSME actors so that they are ready and able to participate responsibly in the digital world [9]. The purpose of digital citizenship is to foster responsible and informed attitudes and behaviors when using digital technology, encourage good communication ethics in cyberspace, and prevent the misuse of technology for personal or group gain, thus fundamentally enabling digital citizenship to improve citizenship competencies [10].

Digital citizenship is an intermediary guide to human behavior so that everyone can benefit in a digital society. goal digital citizenship today is essentially about educating, empowering and protecting the digital user community [11]. The digital era becomes an opportunity and a disaster when it is not ready for change. Changes in people's lifestyles and cultures have shifted many functions from print media to digital media. Every change that develops will give birth to new findings that can provide convenience and will become problems. The digital era is an era in which all aspects of life, including the learning process that is currently happening, utilize digital media more. Digital learning requires the readiness of learners and teachers to communicate interactively by utilizing information and communication technology, such as computers/laptops with the internet, smartphones with their applications, and others. So, the presence of information technology can be utilized as a digital era learning strategy. The digital-era learning strategy aims to improve the quality of digital-era learning [12].

The impact of the digital era has also changed the dynamics of life, including the dynamics of business life. This cannot be denied because this era makes access to business opportunities easier and faster. Without large capital and space, people can run a business by utilizing digital technology either through Facebook, Instagram, websites, or other social media. Marketplaces will be formed more easily through the use of this technology. If previously to gain market share, businesspeople had to pick up the ball using various effective marketing strategies, this time only armed with digital tools it is easy to reach the market. If previously people thought that entrepreneurship required large capital, so they were reluctant to run an entrepreneurship, now it is no longer. Technology by itself has changed behavior, where people will be moved to take advantage of technology if they don't want to be said to be left behind. Those who are observant and indeed grow their entrepreneurial spirit will seize these opportunities for entrepreneurship and make them a livelihood [13].

According to Kotler and Keller innovation is a new product, service, idea, or perception from someone. Innovation is a product or service that is perceived by consumers as a new product or service. In simple terms, innovation can be interpreted as a breakthrough related to new products. However, Kotler added that innovation is not only limited to the development of new products or services. Innovation also includes new business thinking and new processes. Innovation is also seen as a company mechanism to adapt to a dynamic environment [14].

Social media is actually an interaction and socialization tool and can also be used as a facility as the cheapest and easiest marketing tool. The ease of our business needs is part of the progress of social media, when juxtaposed with other effects, social media will have an impact on all lines, then it is also different from traditional marketing, utilizing technological media through marketing is a breakthrough that needs to be evaluated. Social media is understood or not from now on and has been widely used by various public groups, so this research experiment parses and analyzes the needs of a social media tool in the context of marketing [15].

Based on the above understanding, it can be concluded that digital marketing strategy is a company strategy to achieve a marketing goal online by utilizing digital technology. In addition to digital marketing, MSMEs must also have good MSME management skills, so that they can grow and develop the businesses they run in order to improve the nation's economy in the global era. MSME management skills are very important to have and implement for MSMEs, especially MSMEs in Pantai Mesra.

Based on data from the Central Statistics Agency (BPS), Indonesia experienced a contraction in economic growth in 2020 of -2.07 percent [16]. This condition is due to the outbreak that attacked the Indonesian state which had an impact on the contraction of the unbalanced smooth economic structure of various sectors. MSMEs in Indonesia are mostly household business activities that can absorb a lot of labor. Based on data from the Ministry of Cooperatives and SMEs in Indonesia in 2019, there were 65.4 million MSMEs. With the number of business
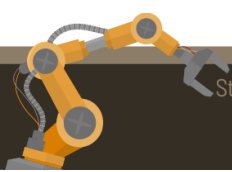
units up to 65.4 million, it can absorb 123.3 thousand workers. Reporting from the website of the Ministry of Finance, based on data from the Ministry of Cooperatives and SMEs, the contribution of micro, small, and medium enterprises to the National GDP is 60.5%. However, due to the conditions of the plague that attacked Indonesia, this main supporter of the economy experienced a shrinkage of many previously significant revenues to erratic [17].

During the *COVID-19* Pandemic, the MSME sector was one of the sectors that was significantly affected, reflected in a decrease in sales turnover of more than 50%. The marketing strategy through digital utilization is a strategy that is considered appropriate to survive in facing business challenges in the New Normal era and build a competitive advantage [18].

Around the Gunungkidul Beach area, located in the Yogyakarta region, known for its enchanting beauty and being one of the favorite destinations for tourists, there are several Micro, Small, and Medium Enterprises (MSMEs) that are developing and playing an important role in the local economy. thrive and play an important role in the local economy. Many of the MSMEs in the coastal areas of Gunungkidul are engaged in tourism, such as lodging, food stalls, mat equipment rentals, photographers, and the sale of souvenirs of Gunungkidul specialties or drinks.

In addition, there are also MSMEs that focus on the production and sale of marine products, such as fresh fish and processed seafood. The existence of MSMEs around Gunungkidul Beach not only supports the economic sustainability of the local community but also provides an authentic experience for visiting tourists. With their Javanese hospitality and high product quality, these MSMEs are an integral part of the appeal of Gunungkidul Beach.

MSMEs (Micro, Small, and Medium Enterprises) in Mesra Beach are a rapidly growing group of businesses in this coastal area. Consisting of various types of businesses, ranging from beach food sellers, and traditional inns, to souvenir centers, these MSMEs are an economic pillar for the local community. Mesra Beach, known for its natural beauty, soft white sand, and stunning sunset panorama, is an attraction for tourists. Therefore, MSMEs here not only contribute to maintaining the sustainability of the local economy but also promote the rich culture and traditions of the Mesra Beach community.

5. Conclusion

Based on the discussion that has been described in the previous chapter, several conclusions can be drawn, namely: In the implementation and application of digital marketing training and MSME management training, as an effort to increase MSME income in the midst of the digital era, in order to compete in the digital era and become qualified and superior digital citizenship, there is cooperation from various elements, such as research subjects who provide advice and input to us, supervisors who provide advice and corrections, and all friends and family who continue to support our research. Not to forget also to the relevant departments. We hope that digital marketing training and MSME management training can become sample programs and be implemented continuously so that they are useful and can have an impact as an effort to increase MSME income, which also has an impact on the progress of the regional economic sector and stabilization of the country's economy.

Acknowledgement

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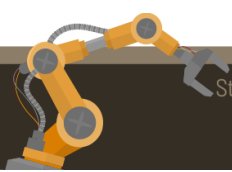
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ACCOUNTABILITY IN THE IMPLEMENTATION OF VILLAGE APPARATUS RECRUITMENT THROUGH COMPUTER ASSISTED TESTS (CAT)

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Abstract

The rise of fraud in the selection of village officials has resulted in a decline in the quality of human resources in the village government. The purpose of this research is to explain the accountability that must be applied in the recruitment process of Computer Assisted Test (CAT)-based village officials. The method used in this research is the descriptive qualitative method. The research method used is qualitative research. The approach in this research uses a literature study to examine accountability in the CAT-based village apparatus selection process. Data collection techniques were conducted through literature studies. Information obtained through the literature study was analysed using content analysis techniques. The main information obtained from literature study will be reduced and processed into the unity of information needed in the research. Meanwhile, information from the literature study, which comes from research data, research reports, scientific journals, books, laws and regulations, and various other sources will be explored by researchers. The results obtained are that the principles of accountability presented by the Citizen's Circle of Accountability can be applied in the CAT-based village apparatus recruitment process. The technical recruitment of village officials carried out with the CAT system and guided by accountability, can be carried out through several techniques, namely the selection or creation of a CAT platform, preparation and development of CAT questions, CAT system testing, CAT system security, preparation of CAT-based recruitment instructions and online proctors, automatic assessment and reporting of test results.

Keywords: Computer Assisted Test, Village Apparatus Recruitment, Accountability.

1. Introduction

In Law No. 6/2014 on Villages, a village is a legal community unit that has territorial boundaries to regulate and manage government affairs related to the interests of the local community based on community proposals, traditional rights and rights of origin that are respected in the system and government of the Unitary State of the Republic of Indonesia. Village government is the lowest level of government that deals directly with the community. The existence of this lowest level of government is responsible for accommodating basic problems in the community. The goal of village prosperity has also been stated in Law No. 6/2014 on Villages, which mentions the roles and functions as well as the participation of village officials and the community [1]. Therefore, the legal community unit in the village must have a high attitude of responsibility, be fair and integrated, and have qualified abilities in their fields [2].

Villages or other names that exist in various regions are defined as communities that have the task of carrying out tasks from the state [3]. The hope is that villages can build independence and prosperity related to the progress of community life. In the village government, there are village officials who carry out this mandate. Village officials do not receive salaries or wages in the form of money, but rather from loans of village assets, such as village treasury land. In addition, they are also rewarded with social honors, and some even work voluntarily or without remuneration.

Village officials are selected based on a selection process determined by the village. In the selection process of village officials, there are often several problems, either from the candidates or the selection system, as well as the practice of nepotism. On the other hand, the problems of village officials usually lie in the lack of competence in their fields [4]. This arises because many villagers who register in the selection of village officials do not have the background and competence in their fields, especially if there is political cooperation in it. However, most villages in Indonesia still use conventional methods and are vulnerable to fraud in recruiting village officials.

Problems with the recruitment of village officials can also be caused by the buying and selling of positions for certain purposes, such as strengthening the position of the next village head. Some tests are conducted in the screening process only as a formality and the village official candidates who are accepted have already been determined before the test. In the selection of village officials, although conducted simultaneously, fraud can occur

in various forms [5]. Cheating committed by the selection committee is in the form of leaked test questions. In addition, there are acts of buying and selling positions and bargaining for village apparatus seats between prospective participants and stakeholders. This was done behind closed doors by meeting in person or through the media, such as over the phone. Another form of fraud is the elimination of selection participants for certain reasons and the prioritization of recommended participants, of course, with the condition of ransom in the agreed agreement.

The many problems and fraud that have arisen in the selection process of village officials have illustrated the quality of human resources in the village government. Villagers also do not understand the importance of honesty and the quality of human resources in the village government to advance the village. This shows that the mentality in the community is no longer educating. Meanwhile, a prosperous village is a measure of the country's success in development [6]. To achieve the success of village development, we can start by improving the quality of human resources through a truly clean and objective selection of village officials.

The selection process of village apparatus recruitment is important because it is the first step in creating a work environment with quality human resources. Staff, employees, or employees are the main assets that act as the main actors of plan makers, decision-makers, and program implementers. To realize this, it is important to have accountability in the selection process. Accountability is an open audit in which there are activities to manage, carry out responsibilities, make performance reports, and inform actions, decisions, and rewards and sanctions to the public without being hidden [7]. Accountability will show the success or failure of the organization in carrying out programs that aim to achieve the vision that has been set with certain media periodically.

Accountability, which is part of the concept of Good Governance, has principles that must be fulfilled, including: (1) Intentions disclosure; (2) Directing mind visibility; (3) Performance visibility; (4) Reciprocal accountability; (5) The balance of power; (6) Duties and accountability; (7) Answering for precaution taken; (8) Corporate fairness; (9) Citizen caution; (10) Validation of assertions rights roles; (11) Governing body and citizen responsibility; and (12) Wage of abdications [8]. These principles must be fulfilled during the program. In the selection of village officials, these principles are often ignored in conventional selection systems. That is, in a selection system where the exam is paper-based and the decision maker of the official recruitment team is absolute. Examinations with this system are very prone to cheating.

In the conventional village apparatus selection system, checking the answers to the exam is done manually. The correction of the answers can be done with a high element of subjectivity related to problems that occur in the selection process, such as buying and selling answers, leaking exam questions, and cheating from the organizing committee [9]. In addition, the disadvantages of conventional village apparatus selection are that it takes a long time and requires more members of the organizing committee. If many participants register in the village apparatus selection, the committee will be overwhelmed because they have to correct the answers manually with limited members and less than the number of selection participants [10].

Therefore, in the selection of village officials, an innovation is needed that can further improve the performance and quality of village officials. These innovations can be derived from technological advances in this era. Technological advances have penetrated all aspects of life. One of them is the innovation of the examination system carried out through computers, namely the Computer Assisted Test (CAT). The practice of using technology has been widely used in efforts to improve human resources and has replaced conventional methods, even complementing outdated systems [11].

This CAT system provides convenience for village apparatus selection organizers that were previously conventional. In addition, this system can also reduce the subjectivity of the assessment during the assessment because the selection made through the computer will be objective with the system that has been designed. Currently, village officials also need to be tested regarding their mastery of technology. The demands of the times and future trends should not be ignored by the ability and quality of human resources who are unable to operate technology [12]. The purpose of this research is to explain the accountability that must be applied in the recruitment process of Computer Assisted Test (CAT)-based village officials.

2. Method

The research method used is qualitative research. The approach in this research uses a literature study to examine accountability in the CAT-based village apparatus selection process. A literature study is a series of activities that contain information searches by reading, recording, and processing materials from various sources [13]. Literature study is also called literature study and is the first step in research planning without going directly into the field [14].
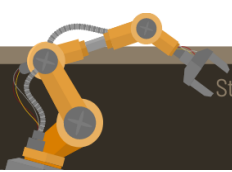
Data collection techniques were carried out by interviews and literature studies. To strengthen the data, direct interviews with informants were also conducted. The data source of this research consists of primary data derived from relevant literature sources, such as research results, research reports, scientific journals and others. Meanwhile, secondary data sources come from topic literature, laws and regulations, books, and others. Data collection is carried out by selecting the data needed by the research and then processing it into a complete data unit.

For data analysis, this research is a content analysis with an in-depth discussion of certain topics. Content analysis is an activity carried out by researchers to peel the text from the data description objectively [15]. With the various sources used, this research will answer a problem and can be used as a consideration for the next study.

3. Results

The village government, which is filled with legal community units with their respective responsibilities, aims to advance the village. It is organized by village officials who have qualified abilities and capacities in each field. The selection of village officials is the first step in building a legal community unit in the village government towards an advanced and prosperous village. The selection process of village officials needs to be carried out with various considerations, careful planning, and proper execution.

In the preparation of the village apparatus selection plan, accountability aspects need to be considered. Not only that, accountability also needs to be used as a basis for supervision in the implementation of the selection. The frequent occurrence of fraud and dishonesty makes the selection process not provide maximum results. If a village official is selected as a result of fraud, the village official will not be able to guarantee his/her ability, capacity, and mastery of performance in his/her field of work. The impact will also be felt in the long term, as the inability of village officials to manage, complete, and take over their duties will hinder the achievement of the village's vision for progress.

Accountability, which is an important concept in good governance, has provided principles that can be adopted in the selection process of village officials. Based on The Citizen Accountability Principle [16], the application of these principles includes:

a. Intentions disclosure, in the form of the submission of the village apparatus selection plan accompanied by descriptions of what will be achieved from the program plan. This principle aims to influence the public so that the public pays attention and has an interest in participating in the village apparatus selection program.

b. Directing mind visibility, in the form of certain reports or publications published by other institutions or institutions related to the village apparatus selection process that will be carried out. This can be delivered by partners working with the village in organizing the village apparatus selection.

c. Performance visibility, in the form of publication of the actual performance of the village apparatus selection organizing committee and all levels responsible for the selection of village apparatus. The publication includes not only the performance but also the processes and results carried out during the selection program.

d. Reciprocal accountability, in the form of accountability delivery carried out by superiors to subordinates in the village selection organizing structure. Aspects that need to be conveyed are the reasons for choosing certain objectives, for whom and what results are expected with the implementation of the mission.

e. The balance of power, duties and accountability, in the form of a balance of power, duties, and accountability that affects responsibility and minimize the obstacles that can occur.

f. Answering for precaution taken, in the form of answers to questions from information and risks that must be handled by decision-makers related to safety and justice in society. Of course, decision-makers must be wise in making decisions and avoid or minimize the above risks.

g. Public organization fairness, is an interesting conflict that arises between the choice in favor of services for the public interest or public needs. This is the responsibility of the organization and good management is needed to make the right choice. Decisions must also be publicized with clear and definite accountability.

h. Citizen caution, in the form of participation must be given by the community to demand their rights in the accountability of the village apparatus selection organizer and use the accountability properly.

i.   Validation of assertions, in the form of accountability from the community for those who have validation from community groups to provide publication of the will and learning outcomes of the program.

j.   Rights roles, in the form of accountability, are given for all actions taken in the selection of village officials from all parties who take on this responsibility. This responsibility cannot be transferred to other parties or program assessors.

k.   Governing body and citizen responsibility, in the form of accountability from legitimate bodies to improve the fairness and completeness of the accountability of the village apparatus selection process, which must be carried out fairly, honestly, and responsibly. This applies to both community groups and the government that bears this responsibility.

l.   The wage of abdications, in the form of follow-up action on accountability, has been carried out reasonably and assessed. The provision of follow-up actions is carried out by external parties to follow up on any abuse of authority, indications of irregularities, or other improper actions during the village apparatus selection process.

The recruitment of village officials that is carried out with the principles of accountability must be structured with good techniques. One of them is the use and utilization of technology, which is now often practiced in conducting test-based selections. Recruitment of village officials can be done computer-based with careful planning. The computer-based test selection system is called Computer Assisted Test (CAT). The following are the techniques that need to be prepared for the implementation of CAT-based village apparatus recruitment, namely:

a.   Select or create a CAT platform that is required for the test. The CAT platform can be built independently or in collaboration with other parties to facilitate the preparation of the recruitment process.

b.   The test questions can be prepared and developed accordingly. The test can cover various aspects, such as general knowledge and insight and interpersonal skills test.

c.   Before the recruitment process actually begins, the CAT system should be tested first, for example in terms of user convenience, data security, and system performance.

d.   To support data security during the recruitment process, data security applications can be used.

e.   Preparation of instructions for CAT-based village apparatus recruitment. These instructions cover the use of the CAT system from account login to instructions for filling in answers. In addition, it is also necessary to prepare an online proctor to monitor participants in real-time.

f.   Assessment and reporting of results should be made automatically through the CAT system in order to reduce scoring fraud and manipulation of exam results. Reporting includes the scores obtained, i.e. the overall score, the points for each type of exam, and the submission of comments.

g.   Facilities and infrastructure that must support the CAT system. The exam media must also be guaranteed to be used properly. In addition, it is necessary to have the support of reliable technicians who are able to solve technical problems that often arise with the test equipment [17].

4. Discussion

In the selection of village officials, which has now moved from a conventional system to a more modern one with the use of CAT, there is a transformation in accountability monitoring. The CAT system, which provides online assessment and different technicalities from the conventional system, has several aspects of accountability that need to be considered. With the renewal of the conventional village apparatus selection system to CAT, it will fulfil future goals related to village apparatus that have adequate abilities and capacities in their fields without any elements of fraud and meet the criteria for human resources who are updated on technology [18]. The practice of using technology has been widely used in efforts to improve human resources and has replaced conventional methods, even complementing outdated systems [19].

Accountability in the CAT system in the selection of village officials [20], including:

Transparency

Transparency refers to all recruitment processes, including the use of CAT, which need to be clearly socialized to prospective selection participants and can be easily accessed by all interested parties. The technical examination and assessment process also need to be transparent.

Fairness and Equality

The recruitment process using the CAT system must first ensure that it does not discriminate against candidates for village officials. The test must be equal and fair for all candidates so that the results achieved can be maximized.

Data Security

In connection with the CAT-based test, the level of digital data security must be increased. The risk of data leakage can be higher considering that the system must have certain weaknesses. Therefore, the protection of personal data as well as test questions in CAT test facilities must be considered and guarded carefully.

Ethical Standards

During CAT-based examinations or tests, village apparatus recruitment organizers must set ethical standards for village apparatus candidates. This includes integrity in the preparation and assessment of the test as well as the handling of fraud or violations that occur during the village apparatus recruitment process.

Accountability of Related Parties

Parties involved in the village apparatus recruitment process must understand and recognize their responsibilities. These parties include the organizing committee, village apparatus candidates, and other related parties.

Legal Provisions

Laws in the recruitment process of village officials must have been established and socialized to prospective village officials so that the recruitment process can be ensured to run smoothly. The laws in question include compliance with labor regulations and protection of data sourced from the government.

Evaluation and Learning

Evaluation should be conducted periodically in relation to the CAT system. Evaluation can be carried out from each test that takes place to the assessment stage. Evaluation also needs to be given to prospective village officials regarding their ability and mastery, as well as the convenience of this CAT system.

Community Involvement

The community must also be involved in the process of implementing CAT-based village apparatus recruitment. The community can provide and improve accountability and ensure that the recruitment process runs fairly, transparently, and honestly without cheating from the organizing committee or village apparatus candidates.

5. Conclusion

A village is a legal entity consisting of a community with certain territorial boundaries. Villages are responsible for regulating and managing government affairs related to the interests of local communities. This is done based on proposals from the community and respect for traditional rights and rights of origin within the framework of the government system of the Unitary State of the Republic of Indonesia (NKRI). These expectations include village efforts to achieve independence and prosperity in the advancement of common life. In the village government system, an important role is played by village officials who are responsible for the task. They do not receive wages in the form of money, but instead receive compensation from village assets as a form of appreciation for their mandate. In addition, village officials are also rewarded with social recognition and some are willing to work without financial reward.

The process of selecting village officials is conducted through a selection process that has been determined by the village, although there are often several problems in the selection process, both from the candidates and the selection system itself, including the practice of nepotism. Although the selection is conducted simultaneously, there is the potential for fraud in various forms, such as the leaking of test questions by the selection committee. In addition, the practice of buying and selling positions and bargaining for village apparatus seats between candidates and stakeholders is an emerging problem. Therefore, the selection process of village officials requires a breakthrough that can improve the performance and quality of village officials. One of these breakthroughs can be sourced from technological advances in the current era.

Technological developments have covered all aspects of life including innovations in examination systems, such as the use of Computer Assisted Test (CAT). The application of this system can also reduce the level of subjectivity during the assessment process because selection through computers is objective by the predetermined system design. It is important to test the ability of village officials to master technology by changing the selection system of village officials from conventional to Computer Assisted Test (CAT). Future goals related to village

officials who have adequate abilities and capacities in their fields can be achieved without any elements of fraud and ensure the qualifications of human resources are always updated with technological developments.

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CHALLENGES OF MANAGING SPECIAL SERVICES IN PRIVATE PRIMARY SCHOOLS

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Abstract

Special service management is implemented and organized to facilitate learning and meet student needs. Basically, the services that students need are essential to realize a quality school. Some examples of such services include guidance and counseling services, library services, canteen services, health services, transportation services, boarding services, and others. The purpose of this study is to describe the special services available at SD Muhammadiyah Kleco 1, 2, and 3 and the challenges in their management.

This research uses a qualitative approach with a case study type. The source of data in this study is the Head of SD Muhammadiyah Kleco Yogyakarta as a key informant related to special services available. Other informants were teachers who were given additional duties as special service managers as well as some school staff to explore the challenges faced in managing special services. The informant selection technique uses purposive. The data collection techniques used were semi-structured interviews, observation, and documentation. Data is analyzed by means of data reduction, data presentation, and conclusion/verification. To ensure that the data retrieved is reliable, triangulation of sources and techniques is used.

The results showed that the special services available at this elementary school include libraries, School Health Businesses, canteens (School-Owned Enterprises), and Counseling Guidance services. Special services are operationally carried out in two places, namely unit 1 (Jalan Nyi Pembayun) and unit 2 (Jalan Tegal Gendu). Obstacles in the management of special services are a decrease in student interest in going to the library due to the transition period during the pandemic to normal face-to-face, limited competence and ability of teachers and staff in managing special services, limited allocation of special service funds, and the absence of service satisfaction surveys from service users. Ability in the field of counseling is still lacking. Not all students and parents are willing to take immunization due to syringe phobia and parents' perceptions about immunization, and doctors on duty who are not routinely in UKS.

Keywords: management, special services, primary schools

1. Introduction

Education is one of the important factors in human resource development. Elementary school is a basic education level that is the basis for the next level of education. Therefore, the implementation of quality basic education is very important.

One important aspect in the implementation of basic education is the management of special services. Special services are intended to provide support for students to follow the learning process well and achieve optimal learning outcomes.

Special service management is a process of providing service needs to students to support learning activities so that educational goals can be achieved effectively and efficiently [1]. Layanan-layanan tersebut meliputi layanan bimbingan dan konseling, layanan perpustakaan, layanan kantin, layanan kesehatan, layanan transportasi, layanan [2].

However, in practice, for example the canteen service in SMPN 11 Surabaya, a junior high school, still has several problems [3]. First, the planning is conducted according to these principles: healthy, educative, reachable, and cooperative. In contrast the principle of helping students has been weak since the wait service system did not emphasize its speed. In addition, the facilities provided did not fulfill some requirements. Second, the school canteen was organized as indirectly teaching social competence for teachers. The young researcher was directly assigned to check the sanitation system, and the results showed that it did not fulfill some requirements. Third, the implementation of special services management was implemented through socialization as communicator function; training as leader function but it was not fully actualised; motivator function; director function, although some requirements were not fully completed, and the students did not show the principles of educative goals,

educative and normative functions of the canteen. Fourth, the supervision has some requirements that still need to be fulfilled and it did not fulfill the public involvement.

One of the private schools attempting to become a favorite school is SD Muhammadiyah Kleco, Kota Yogyakarta. The curriculum development was designated towards favorite programmes in the context of Muhammadiyah schooling [4]. The favorite programmes result in the enrichment of student knowledge and ability, especially in Al Quran. In addition, the superior or favorite programme gives positive impacts on student achievement in religious activities and gives positive branding for the school in the competitive market of education in the city of Yogyakarta.

Based on this background, this study focuses on what types of special services are available at SD Muhammadiyah Kleco 1, 2, and 3 and the challenges in managing them

2. Method

This research uses a qualitative approach [5] with case study type [6]. The source of data in this study is the Head of SD Muhammadiyah Kleco Yogyakarta as a key informant related to special services available. Other informants were teachers who were given additional duties as special service managers as well as some school staff to explore the challenges faced in managing special services.

Informant selection techniques using purposive [7]. The data collection techniques used were semi-structured interviews, observation, and documentation. Data is analyzed by means of data reduction, data presentation, and conclusion/verification [8]. To ensure that the data retrieved is reliable, triangulation of sources and techniques is used.

3. Results

SD Muhammadiyah Kleco consists of three schools, namely SD Muhammadiyah Kleco 1, SD Muhammadiyah Kleco 2, and SD Muhammadiyah Kleco 3 which are administratively integrated under the auspices of the Yogyakarta City Muhammadiyah Association. Although separated into three schools, their management in terms of financial management, human resources, and activities is carried out in an integrated manner, while the division of duties and placement of teachers and employees is based on the administration of their respective schools.

Based on administrative status, SD Muhammadiyah Kleco has three principals who lead each school. The principal also oversees educators and employees (education personnel) individually. Especially in the application of financial management, for example, reporting on the use of BOS funds from SD Muhammadiyah Kleco 1, 2, and 3 is carried out individually, according to the needs of each school as a whole. In terms of HR management, although there are teachers and employees from SD Muhammadiyah Kleco 1, 2, and 3, there is no difference in treatment, all are given equal rights and treatment. In assigning tasks other than the main duties, the institution does not choose or look at where it comes from either from SD Muhammadiyah Kleco 1, 2, or 3, but based on their respective abilities and competencies.

Special services available at SD Muhammadiyah Kleco

The main special services held at SD Muhammadiyah Kleco include the library, School Health Business, canteen (School Owned Enterprise), and Counseling Guidance services. Special services available operationally are carried out together, which are available in two places, namely unit 1 (Jalan Nyi Pembayun) and unit 2 (Jalan TegalGendu). Special services organized by libraries, canteens, UKS, BK. There is 1 library, UKS, canteen, information system, computer laboratory, prayer room in each unit 1 and unit 2. Financial administration is centralized in unit 1.

Barriers to managing special services

Obstacles in the implementation of special services at SD Muhammadiyah Kleco consist of general and special obstacles. No matter how good the service provided, the benchmark is customer satisfaction.

The general obstacle faced today is the absence of service satisfaction surveys from all special service units. The transition period from pandemic-time learning to normal face-to-face learning, limited competence and ability of teachers and staff in special services, and limited allocation of funds for special services

Specific barriers to the management of special services include:

In special library services, the current obstacle is that book reading habits that were carried out before the pandemic decreased after the pandemic. Allegedly due to the influence of gadgets , interest in reading books is low.

In special guidance and counseling services, the current obstacle, namely the ability in the field of counseling, is still not limited to general knowledge, not in detail.

In special services for school health businesses, obstacles faced in the implementation of immunization are not all students and parents willing to take part in immunization due to syringe phobia and parents' perceptions about immunization. In addition to these obstacles, another obstacle in UKS services is doctors on duty who are not routinely in UKS.

4. Solution

The solution to this obstacle is conducting satisfaction surveys with g-form and others. Second, the obstacle as stated by the library is a decrease in interest in libraries. The solution to overcome this obstacle in the future is to apply the use of technology so that students are easier to read and interesting.

Efforts made to overcome these problems build students' perceptions that libraries are recreational areas, read aloud programs (teachers read books to students), cooperation with the Library and Archives Office in the form of mobile library programs. Efforts to overcome obstacles, the ability in the field of counseling, is still not limited to general knowledge not in detail are training, workshops, FGDs.

5. Discussion

Special Services at SD Muhammadiyah Kleco

The main special services held at SD Muhammadiyah Kleco include the library, School Health Business, canteen (School Owned Enterprise), and Counseling Guidance services. The availability of these four special services approaches the field of school special service management, including: counseling guidance service management, school library services, health services, boarding services, and school cafeteria/canteen service management [9]. Referring to the opinion of the Ministry of National Education [9], a special service that is not yet available is school dormitories. The provision of special services is actually tailored to the needs of the school itself, including special school dormitory services which at SD Muhammadiyah Kleco have not become an urgent need to be provided.

Obstacles and Efforts to Resolve Them

Based on the results of the study, several obstacles were found in the management of special services in this school.

The first is the transition from pandemic-time learning to normal face-to-face learning. These barriers relate to the adaptation of students, teachers and school staff to the shift from online learning during the pandemic to normal face-to-face learning. These changes may take extra time and effort. Furthermore, limitations of competence and ability in special services. These barriers include limitations in understanding and skills needed to deliver specialized services effectively, such as guidance and counseling.

Limited allocation of funds for special services. Barriers to funding allocation can affect schools' ability to provide adequate and quality specialized services. This may limit the development of the service. Lack of service user satisfaction surveys. The lack of data on service user satisfaction is an obstacle in assessing the extent to which specialized services meet the expectations and needs of students and parents.

The transition from online learning during the COVID-19 pandemic to in-person learning presents significant challenges for students, teachers and schools. [10] found that teachers face barriers such as poor internet connectivity, student boredom, and lack of technology skills during online learning. [11] found that schools implementing limited face-to-face learning are grappling with decreased interaction, assessment difficulties, and scheduling challenges. According to [12], the main obstacles for teachers and students are inadequate training, poor infrastructure, lack of resources, and low student engagement.

[13] observed that during the second year of the pandemic, attendance and motivation decreased while dropout rates increased. [14] Interviewing higher education leaders, who identified opportunities in the shift to online learning but also quality factors such as course quality and systems that influence success. [15] surveying students and finding problems with facilities, classroom management, lesson understanding, and focus during face-to-face learning is limited.

[16] Collecting data from more than 800 teachers and students, determined that networking problems, lack of professional environment, and lack of materials were the biggest challenges for both groups. [16] reviewing literature highlighting how students face difficulties sees online learning as a temporary solution, suggests ways to overcome barriers such as better preparation and sees online learning as indispensable.

In summary, research shows the transition from pandemic learning to in-person learning presents barriers for all involved, including adapting to change, limited capabilities and funding for support services, decreased motivation and attendance, challenges with technology and the environment, and seeing online learning as a temporary rather than permanent solution. With preparation and a change in mindset, these barriers can be overcome to facilitate a smooth transition.

The decrease in interest in reading in libraries can be caused by the influence of gadgets and modern technology, which can reduce students' interest in reading printed books. Library funding management that does not match actual needs can affect the quality of service and the availability of books in the library. Limitations in access to doctors in UKS can hinder the implementation of immunization and other health services to students.

The study presents a mix of findings on factors influencing students' decreased interest in reading and library use. Several studies point to technology and increased access to information as key drivers. [17] and [18] found that students' reading interest and library use were low due to technological disruptions and out-of-school activities. Similarly, meta-analysis [19] establishes that technology and literacy are the main factors influencing students' reading interest, with technology supporting and distracting readers.

However, other research suggests that libraries themselves share some of the blame for declining student interest. [20] Finding that part-time and distance learning students were the largest group of non-users, suggests libraries need to better target this population. Statistical analysis [21] suggests that declining library funding and resources explained 60% of the decline in library book loans, while an increase in consumer book purchases explained 80% – suggesting readers may be turning to bookstores rather than libraries.

On the other hand, [22] Finding that digital libraries can actually increase students' reading interest. Their study shows the Go Reading digital library app optimizes students' reading interest by providing easy access to reading materials anytime and anywhere. They concluded that actively engaging students in digital libraries, with support from parents and teachers, is key to fostering an interest in reading.

In short, while technology and other distractions have reduced the motivation of some students to read printed books and visit physical libraries, digital libraries and increased efforts to engage non-traditional students and learners can help spark interest in reading and bring students back to libraries. Overall, a combination of factors – both inside and outside the library's control – has contributed to students' decline in reading ability and library use.

Based on the results of the study, the efforts to solve the problem are as follows:

To overcome the lack of data on service user satisfaction, SD Muhammadiyah Kleco can conduct student, parent, and staff satisfaction surveys related to special services. This will help in assessing effectiveness and understanding the improvements needed. To overcome the decline in interest in reading in libraries, it is necessary to apply technology as an attractive means of reading. This could include the use of e-books, audiobooks, or other digital platforms.

Programs such as the read aloud program and the mobile library program can help build students' interest in reading and promote the library as a place of intellectual recreation. For specialized guidance and counseling services, problem-solving efforts can include training, workshops, and FGDs to improve staff capabilities and competencies in delivering more effective services.

To overcome obstacles in the implementation of immunization, it is necessary to educate students and parents about the importance of immunization, as well as overcome the phobia of needles by providing a better understanding. SD Muhammadiyah Kleco can find solutions to increase the availability of doctors in UKS, such as collaborating with related parties or arranging a more routine schedule. In solving this problem, collaboration between the school, staff, students, and parents is essential. Regular monitoring and evaluation of the implementation of these efforts is also necessary to ensure continuous improvement in the delivery of specialized services.

6. Conclusion

The main special services held at SD Muhammadiyah Kleco include the library, School Health Business, canteen (School Owned Enterprise), and Counseling Guidance services.

Obstacles in the management of special services are the transition period from online learning to normal face-to-face, limited competence and ability of teachers and staff, limited allocation of funds, and service satisfaction surveys have not been conducted from service users

Acknowledgment

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THE CHALLENGES OF LEADERSHIP FOR LEARNING IN COASTAL ELEMENTARY SCHOOLS

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Abstract

The aim of this research is to explore the various challenges and leadership for learning (LfL) strategies of elementary school principals in remote coastal areas. The research uses a qualitative approach. The informants in this research were five elementary school principals in remote coastal areas in Gunung Kidul Regency. The research was conducted in July 2023. This research was set in five elementary schools in the Transformational School Program in remote coastal areas in Gunung Kidul Regency. The data analysis technique uses an interactive model from Miles (et al., 2014), namely data collection, data condensation, data presentation, and drawing conclusions. Data validity techniques use source triangulation and technical triangulation. The results of the research show that there are various LfL challenges for elementary school principals in remote coastal areas in Gunung Kidul Regency. These challenges include teacher shortages, limited teacher competence, and limited funding. Various LfL strategies were also found for elementary school principals in remote coastal areas in Gunung Kidul Regency. These various strategies are carried out specifically to overcome the challenges above, namely meeting teacher adequacy, increasing teacher competency, and increasing collaboration with various parties, such as parents, the community, and schools/other institutions.

Keywords: leadership for learning, school principal, elementary school, remote coastal areas

1. Introduction

Leadership factors are one of the determinants of school success, and one of the main indicators of school success is student achievement (Hoy & Miskel, 2013). In order to achieve this goal, an educational leadership model is needed that focuses on aspects of learning. Instructional leadership describes the approach school leaders use to achieve school outcomes, with a particular focus on student learning (Hallinger, 2003). Research conducted, including by Murphy, et al. (2007), Dempster, et al. (2017), and Ahn, et al. (2021), emphasizes the important role of leadership for learning (LfL) in achieving school success.

Studies with an international scope show the growing concern of experts in researching LfL. Research by Murphy, et al. (2007) demonstrated various components of instructional leadership in school success. Likewise, research conducted by Hallinger (2009) and Dempster, et al. (2017) who successfully identified various dimensions of leadership activities to help link the work of school leaders to student learning. At the national level, research conducted by Suyitno (2020) and Afandi, et al. (2021) also shows the important role of school LfL in improving teacher quality, realizing effective learning, and improving student learning processes. However, some of the studies above generally target superior schools and those in districts or city areas, there are still a few that target remote schools, and even fewer do so in coastal areas in developing countries and focus on the various challenges.

Indonesia as an archipelagic country has diverse social and geographical conditions. This of course also has an impact on educational conditions in each region. More specifically, schools in remote areas generally have inadequate resources (World Bank, 2019). On the other hand, in the policy realm, there is the Transformational School (*Sekolah Penggerak*) and the Emancipated Curriculum (*Kurikulum Merdeka*) policy which is implemented at every school level. This has consequences for the role of school principals and teachers becoming increasingly dynamic and demanding the active participation of parents (Rahayu, et al., 2022).

From the description above, research is needed to examine the interactions of the various variables above. The principal as a leading figure in the success of a school has a strategic role in the progress of a school, especially those related to learning. On the other hand, the existence of various policies at the macro level, for example the Transformational School and the Emancipated Curriculum, need to be responded to, accommodated, and even developed so that the education process is in line with various internal and external demands and needs of the education system. However, on the other hand, socio-geographical diversity also gives rise to various impacts, for example in terms of equal distribution of educational quality. In connection with this, this research is intended to explore the various challenges and LfL strategies of elementary school principals in remote coastal areas, which are located in public elementary schools in the Gunungkidul Regency area. It is hoped that the results of this

research can add to the empirical research-based literature and contribute positively to the LfL practice of elementary school principals.

2. Method

The research uses a qualitative approach. The informants in this research were five elementary school principals in remote coastal areas in Gunung Kidul Regency. The research was conducted in July 2023. This research was set in five elementary schools in the Transformational School Program (TSP) in remote coastal areas in Gunung Kidul Regency, namely Public Elementary School (PES) Pudak Tepus, PES Kemadang Tanjungsari, PES Petoyan 2 Purwosari, PES Girisekar Panggang, and PES Monggol 1 Saptosari. The data analysis technique uses an interactive model from Miles et al. (2014), namely data collection, data condensation, data presentation, and drawing conclusions/verification. Data validity techniques use source triangulation and technical triangulation.

3. Results

a. The challenges of LfL for coastal elementary school principals

From the research results, various LfL challenges were obtained for transformational elementary school principals in remote coastal areas. These challenges include challenges related to school personnel and funding. The following is explained more clearly.

1) Teacher Shortage

School personnel, especially teachers, are one of the main components of education. The implementation of a quality education process, one of which comes from having a sufficient number of teachers. However, classic problems related to the lack of teachers in schools also occur in elementary schools which are research locations, as stated by SZI:

The first year (becoming the Transformational School) the condition *collapsed*. On the one hand, I am proud, because my friends were accepted as P3K transfers, 3 were accepted into other schools. Last year, elementary schools did not have a first aid formation, learning had to continue. At that time we conveyed it to the Regional Coordinator, the committee and the department (but) there was no solution. The committee is prepared if it requires an honorarium to appoint teachers, but the problem is that existing teachers have the requirement to ask for a guarantee to enter Dapodik.

The problem of shortage of school personnel is a major challenge, because school principals have to carry out concurrent duties to meet the absence of teachers. The principal doubles as a class teacher for a while, so his workload also increases. This of course affects the quality of work. This is as stated by SZI, "For one *full year* I was in grade 5 as a grade 5 teacher. We kind of put aside KS. KS's task of serving students is put aside because they prioritize students, so that learning does not stop."

2) Limitations of Teacher Competency

Apart from challenges from the quantity aspect, there are also challenges from the quality aspect of school personnel, such as the limited ability of teachers to use information technology (IT), as stated by S:

In learning the TSP program, there is a new enthusiasm for trying to implement the Emancipated Curriculum, however, the teacher's limited ability in terms of IT is still a lot to learn, so the preparation of learning media is a bit slow. For teachers' enthusiasm for teaching children, developing students' talents and interests is given more attention than before becoming the TSP. There were a lot of people in the learning community in the Emancipated Curriculum's first year who didn't understand. Many are involved in mentoring with facilitators according to schedule. The first year didn't go well. Only recently there was an orientation, how schools can need this learning community, in the second year we will follow it.

The implementation of the Emancipated Curriculum also requires teachers to be able to carry out the learning process as expected. However, the quality of teachers' teaching is not yet fully as recommended. This is as explained by TK:

The quality of teachers' teaching is not up to expectations, because what is recommended (is) differentiated learning. It turns out that the ability of teachers in our elementary school to implement this understanding is still lacking, their skills are still lacking. Because skilled abilities are required. The quality of learning cannot be said to be good. But I'm sure the process will continue.

3) Limited Funds

The running of various school programs, of course, cannot be separated from the existence of funds or budgets. However, the funds or budget in schools are limited. So far, the school has received a regular budget from the School Operational Assistance (SOA). When compared with the need to fulfill the program, the funds from SOA are felt to be insufficient. This is as conveyed by SS, "There are no limitations to the use of the Performance School Operational Assistance (PSOA) and SOA, so it ensnares you, whereas pulling is not allowed."

b. The strategies of LfL for coastal elementary school principals

From the research results, various LfL strategies for elementary school principals in remote coastal areas were also obtained. The following strategies are carried out to respond to and solve the various LfL challenges described above.

1) Fulfilling Teacher Adequacy

As stated above, one of the challenges for school principals in carrying out their duties and roles in the context of instructional leadership is the shortage of teachers. In this case the principal has made efforts to overcome these challenges. As stated by SZI, the school empowers the remaining personnel in the school to meet the number of class teachers.

Finally, we empower the remaining energy in the school. Undergraduate Library at UT S.Pd. given in grade 4 at that time. There are grades 5 and 3 empowering Christian religion and sports teachers. Islamic religious teachers also moved. After that two teachers were given responsibility as homeroom teachers but for daily learning we empowered our administration. If the sports teacher is not available, the principal will be replaced.

Meanwhile, the principal also doubles as a class teacher. In the end, after proposing additional teachers, the school received additional teachers. Stated by SZI:

Coordination and support from the teaching staff, understanding from the parents, as well as the committee (finally we) were able to get through it even though it may have been a bit of a struggle. The first year of the Transformational School requires support from all parties. Continue to prioritize learning at school for students... In order to improve teachers' abilities, invite the TSP Batch I to facilitate teachers in catching up and continuing to learn. This year, getting an additional first aid teacher is now sufficient.

2) Increasing Teacher Competence

One of the characteristics of LfL is the existence of a community to learn from each other and as a means to improve the competence of the school academic community. In the elementary school that was the research location, there were various collegial discussion forums, such as the Teacher' Work Groups (TWG) and teacher discussions. This is as stated by TK, "There is a TWG every Monday and Tuesday, formal and informal discussions in the library regarding planning and problems at school. (After school) it ends at noon until three o'clock (effectively). "Officially, the TWG (every Friday between schools once every two weeks) is one cluster."

School principals also realize the importance of the task of increasing teacher capacity and capability. The existence of the TSP provides various opportunities to obtain various programs to improve teacher competency. TK stated that, "What is clear is that after becoming the Transformational School there are many programs to improve teacher abilities, one of which is supported by PSOA. From there, many IHTs are carried out by supervisors and school principals. IHT is related to learning and learning planning. "We have also brought in IHT from the Development Center of Transformational Teacher of Yogyakarta as a resource person, before IHT there was an increase, although it was not yet significant."

The school principal also carries out supervision as a form of guaranteeing the quality of learning. This is as stated by TK that "... supervision is very decisive, although it may be admitted that supervision is a formality, if it is carried out it is not in accordance with the ideal of supervision, it turns out that the teacher is not *trained*". SZI added that in order to improve competence, teachers are also facilitated to participate in various training courses, "Supervision is not carried out routinely but is carried out. "Facilitating teachers for online training through WAG. There is a webinar, then friends will be given the opportunity to take part."

Strategies to increase teacher competency and fulfill school facilities and infrastructure were also carried out in other schools that were research locations. As stated by S, "Increasing competence using learning accounts, using IT to improve learning applications, buying laptops, LCDs." More specifically regarding efforts to increase teachers' digital literacy, school principals also implement strategies to learn from each other, for example through peer tutoring. This is as stated by TK, "Study with peer tutors (and) there are bills". SS also stated the same thing, "We will learn together who will be good at teaching."

As a central figure in the school, the principal also provides examples to teachers regarding learning concepts or practices in accordance with current policies. As stated by M, "...the principal gives an example so that the learning required by the Emancipated Curriculum is required because the teacher doesn't understand it yet, but the principal must know by giving this example." However, the school principal's abilities also have limits, for example in terms of digital literacy, so to overcome this the school principal collaborates with other parties. As explained by SS, "Involving stakeholders, receiving training from experts or those who are capable in their field. Establishing cooperation to become a resource for learning in the classroom."

3) Increase Collaboration

This collaboration strategy also applies to overcoming other problems, for example to enrich learning resources in the classroom, schools bring in resource persons from various external parties, for example resource persons from community health centers. This is as said by M, "Public health centers come to schools, so far the obstacles are not all, perhaps funding is not allocated." Another example of collaboration is working with the Community Service Program (CSP) students to enrich classroom learning, as stated by SS:

Our school collaborates with the CSP, because in front of the house is Pak Dukuh's house. So the CSP was told to go to school to help. With this collaboration, the program asked whether yesterday it could make fertilizer from plants. There is another batik using canting, the other is dyed batik. For the problem, not using funds is one solution.

Collaboration with students' parents is also carried out to enrich students' experiences. Students' parents can be resource persons in classroom learning on certain topics, for example skills. This is as stated by SS, "Yesterday we made crafts by bringing in parents, such as making kupat".

To increase funding at the school, the principal also seeks to obtain funds from various sources, for example donations from alumni and other institutions, as stated by SZI, "Alumni contributions, not grants". TK added that regarding obtaining funds also obtained from third parties (eg CSR), "With third parties there are institutions that provide assistance."

Meanwhile, regarding the provision of learning facilities and infrastructure, schools collaborate with various parties, such as parents and the community. This is as stated by SZI, "If the resource person collaborates with the student's guardian, yesterday P5 was for entrepreneurial practice because there was a guardian of a herbal medicine making group, we collaborated with the guardian. We invite them because the students are here, domiciled here, so we are *free* of charge and thank you." SZI also gave another example, "For example, gamelan in the village can be borrowed for children's learning."

4. Discussion

School principals play an important role in the "*Merdeka Belajar*" (Freedom to Learn) Program. In essence, the principal, especially at the Transformational School, has a great influence on the progress of the school. In schools, teachers and principals are expected to work professionally. School principals need to ensure that all teachers receive the various facilities needed (such as training, adequate learning media, and so on) so that learning can run optimally and effectively.

Learning as a central activity in schools should be the focus of the principal's attention. Likewise with matters related to student affairs, where students are the main input in the educational process at school. All school activities should be driven by these two aspects. Therefore, the principal's leadership is tested for its ability to take specific actions in order to facilitate teachers in carrying out learning well.

LfL describes the approach school leaders use to achieve important school outcomes, with a particular focus on student learning (Hallinger, 2011). This is different from instructional leadership which focuses on the role of the principal, LfL suggests a conceptualization that combines broader leadership sources as well as additional action focus, such as developing the capacity and capability of all school members to learn from each other (Hallinger, 2011). Starting from the description above, school principals need to carry out their roles and duties according to the conception of LfL in order to achieve school goals that are oriented towards student learning outcomes.

Various LfL challenges relate to school personnel (both quantity and quality aspects) and school funding. These two things are the main things in the school system. Hoy & Miskel (2013) revealed that school as a system requires the fulfillment of several main components so that the school system can run as expected. Therefore, challenges related to various input components (such as personnel, funds and school facilities) are urgent to be met and resolved.

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From the research results, various challenges and strategies in LfL were found. These challenges and strategies are connected to the school's vision and goals, academic structures and processes, and people capacity (Hallinger, 2011). The Transformational School, which is the context of this research, has a vision and goal of mutual learning between school members. The Transformational School's tagline, namely '*bergerak, tergerak, dan menggerakkan* (move, be moved, and mobilize)', has the meaning of a mutual spirit of '*asah, asih, dan asuh* (honoring, caring and nurturing)' as well as awareness, willingness and commitment to always learn (life-long education).

From the research results, it was also found that the vision and goals carried out in the Transformational School are in line with the concept of LfL. In practice, school principals have also made various efforts to overcome challenges, such as by meeting the adequate number of teachers, increasing teacher competency through various learning communities and collaboration, and managing the school budget (budgeting).

The results of this research also illustrate that the development of school values is important in LfL learning. In practice, principals in elementary schools carry out their duties based on certain values that lead to LfL, such as commitment, responsibility, cooperation, discipline, collaboration, and so on. This is in line with what Hallinger (2011) and Hallinger & Heck (2010) said that values leadership plays a role in improving the quality of learning and developing the capacity and capability of students and teachers (people capacity).

5. Conclusion

There are various challenges to the LfL of transformational elementary school principals in remote coastal areas in Gunung Kidul Regency. These challenges include teacher shortages, limited teacher competence, and limited funding. Various LfL strategies were also found for transformational elementary school principals in remote coastal areas in Gunung Kidul Regency. These various strategies are carried out specifically to overcome the challenges above, namely meeting teacher adequacy, increasing teacher competency, and increasing collaboration with various parties, such as parents, the community, and schools/other institutions.

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READINESS OF PROSPECTIVE PROFESSIONAL PRIMARY SCHOOL TEACHER PARTICIPANTS FOR PRE-SERVICE TEACHER PROFESSIONAL EDUCATION AT YOGYAKARTA STATE UNIVERSITY

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Abstract

Mastering the Professional Competencies of Elementary School Teachers is still a problem for teacher candidates, especially for prospective professional teachers. This is very important because it is a framework that identifies their knowledge in teaching effectively with a technological framework. The research aims to describe the professional competence of prospective elementary school teachers who are undergoing teacher professional education in the Elementary School teacher Study Program at Yogyakarta State University.

This research is quantitative descriptive. The research subjects were 120 pre-service teacher professional education participants from Yogyakarta State University. The data collection technique is observation of the learning process with the subjects being pre-service teacher professional education students and the observers being their respective civil service teachers. Data analysis uses a central tendency to describe the professional abilities of prospective elementary school teacher students who have undergone PPG.

The research results showed that the aspects of mastering the material, structure, concepts and scientific mindset that support the subjects taken were achieved at 85.85%. The aspect of mastering competency standards and basic competencies in subjects or areas of development achieved was 87.33%. The aspect of developing learning materials that was pursued creatively reached 86.42%. The aspect of developing professionalism in a sustainable manner by taking corrective action reached 86.86%, the aspect of utilizing information and communication technology to communicate and develop oneself reached 85.25%. Overall, the professional competency of prospective Pre-Service teacher professional education graduates was achieved at 86.34%.

Keywords: Professional Competency, Pre-Service teacher professional education

1. Introduction

Teachers exert their influence on students through various actions, such as giving assignments, assessing students, collaborating with parents and other teachers, and providing teaching, emotional and organizational support [5]. In the learning process, teachers have an important role in creating students' learning experiences. Teachers also contribute 30% in determining student achievement apart from student factors (50%), school environment (5-10%), principal leadership (5-10%), friends (5-10%) and home environment. students (5-10%) [3].

The very influence that teachers have in determining student achievement requires teachers to have competence in carrying out their professional duties. The competencies possessed by teachers influence the achievement of learning objectives. Competencies that teachers must have include pedagogical competence, personality competence, social competence and professional competence, as mandated by the 2005 Law of the Republic of Indonesia concerning teachers and lecturers (Republik Indonesia, 2005). Of all the competencies, pedagogical competency is the most important thing that a teacher must master during learning. Pedagogical competence is the teacher's ability to carry out the learning process.

Teacher professional competence cannot be separated from mastery of material (content) because they are mutually continuous, thus forming the concept of PCK (Pedagogical Content Knowledge) [1]. A teacher not only masters the material and concepts, but must master how to teach and how learning strategies can be conveyed to students well. Apart from that, teachers are also required to utilize technology in teaching, this is stated in the Republic of Indonesia Government Regulation no. 74 of 2008 concerning teachers [2].

So far, there has been no related research or comprehensive information regarding the professional competence of elementary school teachers participating in the pre-service professional teacher education. There is no information regarding differences in professional abilities of elementary school teachers based on

certification status and school location. Based on the description that has been presented, research is needed to analyze the professional abilities of elementary school teachers participating in the professional teacher education 2022 and based on school location.

2. Method

The approach used in this research is a quantitative approach. This research uses a survey method, namely a research method that systematically collects quantitative information from a relatively large sample obtained from a population.

The population in the research was 120 students who participated in the Pre-Service teacher professional education 2nd phase in 2022. The entire population became the research sample so no sampling technique was used.

The data collection technique used in this research is structured observation. Treatment evaluation data is classified as quantitative data so the results will be presented in the form of single data descriptive statistics so that readers can easily understand them.

The professional competency variables of elementary school teachers are described in 5 aspects as follows:

NO	Aspect	Indicators
1	Mastering the material, structure, concepts and scientific mindset that supports the subjects being taken	1. Ability to master the basic concepts of the lesson regarding the material being taught 2. Ability to explain lesson material correctly 3. Ability to answer student questions satisfactorily
2	Mastering competency standards and basic competencies in the subject or field of development undertaken	1. Ability to create and develop RPP syllabus\ 2. Ability to develop competency and competence standards 3. Understand the objectives of learning activities
3	Develop creative learning materials	1. Manage learning materials well during the learning process 2. Ability to develop material according to student needs
4	Developing professionalism on an ongoing basis by taking reflective action	1. Ability to reflect on performance 2. Ability in classroom action research to increase professionalism 3. Ability to keep up with the times by learning from various sources
5	Utilizing information and communication technology to communicate and develop yourself	1. Utilizing information and communication technology in communicating 2. Ability to apply technology to develop oneself

3. Results

Based on this data, it can be concluded that the highest aspect achievement with a score of 87.33% is the aspect "Mastering competency standards and basic competencies in the subject or area of development pursued". The indicators are: Ability to create and develop a lesson plan syllabus, Ability to develop competency and competency standards, Understand the objectives of learning activities.

Figure 1. Professional Competence Pre Service Teacher Professional Education

The aspect with the lowest score is utilizing information and communication technology to communicate and develop oneself with a percentage achievement of 85.25%. The indicators for this aspect are: Utilizing information and communication technology in communicating and the ability to apply technology to develop oneself.

4. Discussion

Based on the description of the research results, it can be seen that the average competency of prospective PPG graduate teachers in all aspects of competency is 86.34%. This is a high number, but if you look closely at the data, it shows that the highest aspect is "Mastering competency standards and basic competencies in the subject or area of development being pursued". The indicators are: Ability to create and develop a lesson plan syllabus, Ability to develop competency and competence standards, Understand the objectives of learning activities.

The aspect with the lowest score is utilizing information and communication technology to communicate and develop oneself with a percentage achievement of 85.25%. The indicators for this aspect are: Utilizing information and communication technology in communicating and the ability to apply technology to develop oneself. The lowest aspect of using communication technology to communicate and develop oneself is the indicator of applying technology to develop oneself. In line with the opinion of Nuryanti [4]: "The quality of teacher teaching is certainly inseparable from the factors that influence it, one of which is teacher self-development." Teachers who rarely or lack self-development activities will be directly proportional to the lack of quality of learning carried out. Yufita [6] added that teachers are also increasingly required to be able to present meaningful learning material, deliver creative and interesting learning material using ICT devices and various computer programs. Teachers' skills in developing learning activities by utilizing ICT, in terms of planning, implementing and evaluating learning, are indicators of the development of teachers' pedagogical competence in the 21st century.

Acknowledgement

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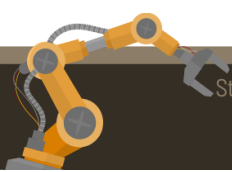
THE MANAGEMENT OF SPECIAL SERVICES IN A FAVOURITE PRIMARY SCHOOL

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Abstract

This study aimed to describe various kinds of special services organised and run at SD Muhammadiyah Kleco, a favourite primary school in Yogyakarta. This study used a qualitative case study method to explore the implementation of special service management in this favourite school. The informants were the school principal, teachers, and administration staff. The data collection techniques used were focus group discussion with semi-structured interviews, observation, and documentation. Formally the SD Muhammadiyah Kleco is composed of three schools: the Muhammadiyah Kleco 1, the Muhammadiyah Kleco 2, and the Muhammadiyah Kleco 3, but they run the schools within inclusive coordination. The main special services included the library, school health unit, canteen as a school-owned enterprise, and guidance and counselling services. This special service management was a part of school management in general. Their management was carried out in an integrated manner in terms of financial management, human resources, and activities. The planning was carried out in an integrated manner with reference to program proposals in each special service unit. The division of labour in the provision of special services is based on the abilities and competencies of each teacher and administration staff. These services were monitored and evaluated by using monitoring and evaluation instruments implemented by each coordinator. The obstacles in the delivery of special services included the transition period from online learning to normal face-to-face, limited competence and ability, limited allocation of funds, and lack of service satisfaction surveys from service users.

Keywords: management, special services, primary school

1. Introduction

It is common that an effective school aims to achieve its excellency as a favourite school. The favourite school drives its students to attain their intellectual, emotional, and spiritual achievements [1]. The favourite school has convenient, spacious, and fulfilling facilities. Their teachers teach subjects in accordance with their academic background, have wider perspective, dedication, honesty, and cleverness. The favourite school is also fun and friendly. This is driven by principal leadership, teachers and administration staff support; school environment; facilities; teaching-learning activities; service of excellence; and classroom climate. The school management focuses on things that would be conditioning the school as a favourite school, excellent, and friendly [2].

For achieving the favourite school level, schools should have special services management for their students. Special services management is activity providing services to fulfil students' needs at school. This supports school effectiveness and efficiency [3]. The special services management is organised and implemented to make teaching-learning easier and run smoothly, and fulfils the student's needs for sure. Basically, the services needed by students are very important to build a favourite school. These services include guidance and counselling, library, canteen, health, transportation, and dormitory [4].

However, in practice, for example the canteen service in SMPN 11 Surabaya, a junior high school, still has several problems [5]. First, the planning is conducted according to these principles: healthy, educative, reachable, and cooperative. In contrast the principle of helping students has been weak since the wait service system did not emphasise its speed. In addition, the facilities provided did not fulfil some requirements. Second, the school canteen was organised as indirectly teaching social competence for teachers. The young researcher was directly assigned to check the sanitation system, and the results showed that it did not fulfil some requirements. Third, the implementation of special services management was implemented through socialisation as communicator function; training as leader function but it was not fully actualised; motivator function; director function, although some requirements were not fully completed, and the students did not show the principles of educative goals, educative and normative functions of the canteen. Fourth, the supervision has some requirements that still need to be fulfilled and it did not fulfil the public involvement.

One of the private schools attempting to become a favourite school is SD Muhammadiyah Kleco, Kota Yogyakarta. The curriculum development was designated towards favourite programmes in the context of Muhammadiyah schooling [6]. The favourite programmes result in the enrichment of student knowledge and ability, especially in Al Quran. In addition, the superior or favourite programme gives positive impacts on student achievement in religious activities and gives positive branding for the school in the competitive market of education in the city of Yogyakarta.

Different from the previous studies, this paper explores another side of favourite programmes, which is the management of special services supporting the educational processes at school. This means to describe how the achievement as a favourite school is supported by the management of special services. This research paper answers these following questions:

a. What kind of special services are provided in the SD Muhammadiyah Kleco?

b. How is the management of special services implemented in the SD Muhammadiyah Kleco?

2. Method

The method used in this research was qualitative research. The research results would be a thick description of how special services were implemented in the favourite SD Muhammadiyah Kleco Yogyakarta, consisting of planning, organising, actuating and controlling on their supporting resources. The research informants were the principals, teachers, and administration staff, including librarian of the SD Muhammadiyah Kleco (three schools within one location under the same charity foundation Muhammadiyah). The data gathering was conducted through focus group discussion with semi-structured interview protocol. The data analysis was thematic analysis by using interactive models: data collection, data condensation, data display, and conclusion drawing or verification [7].

3. Results

a. The Special Services Provided in the SD Muhammadiyah Kleco Yogyakarta

SD Muhammadiyah Kleco consists of three schools, namely SD Muhammadiyah Kleco 1, SD Muhammadiyah Kleco 2, and SD Muhammadiyah Kleco 3 which are administratively integrated under the auspices of the Yogyakarta City Muhammadiyah Association. Even though they are separated into three schools, their management in terms of financial management, human resources and activities is carried out in an integrated manner, while the division of tasks and placement of teachers and employees is based on each school's administration.

Based on administrative status, SD Muhammadiyah Kleco has three principals who lead each school. The school principal also supervises educators and employees (administration staff) individually. Specifically, the implementation of financial management, especially reporting on the use of BOS funds from SD Muhammadiyah Kleco 1, 2 and 3, is carried out individually, according to the needs of each school as a whole. In terms of human resource management, even though there are teachers and employees from SD Muhammadiyah Kleco 1, 2 and 3, there is no difference in treatment, everyone is given the same rights and treatment. In assigning tasks other than the main tasks, the institution does not choose or look at where it comes from, whether from SD Muhammadiyah Kleco 1, 2, or 3, but is based on the abilities and competencies of each individual.

In class division and student placement, SD Muhammadiyah Kleco has 4 parallel classes with the division of SD Muhammadiyah Kleco 1 consisting of 2 parallel classes and SD Muhammadiyah Kleco 2 and 3 having 1 parallel class each. The services and learning menus provided are the same for the parallel classes. The class arrangement was carried out in rows of 4 parallel classes from SD Muhammadiyah Kleco 1, 2, and 3.

School building facilities are arranged by placing schools in two different location complexes. The Kleco 1 and 3 Muhammadiyah Primary School buildings are located in one front and back complex, and are named as unit 1 which is located on Jalan Nyi Pembayun. The Muhammadiyah Kleco 2 Primary School building, given the name unit 2, is located on Jalan Tegal Gendu. Classes 1, 2, 5, and 6 from SD Muhammadiyah Kleco 1, 2, and 3 are in Unit 1 which is located on Jalan Nyi Pembayun. Classes 3 and 4 from SD Muhammadiyah Kleco 1, 2, and 3 are in Unit 2 which is located on Jalan Tegal Gendu. This has implications for the centralised management of the new student registration entrance in class 1 unit 1 and the graduation exit in class 6 back to unit 1.

The main special services provided in the SD Muhammadiyah Kleco includes library, health unit, canteen as the school-owned enterprise, and guidance and counselling services. This provision is close to the object of special services management at school, such as the management of guidance and counselling service; school

library service; health service; dormitory service; cafeteria or canteen services [8] Thus, the only one missed in the school is dormitory service. However, the provision of dormitory service in the school has not been considered as "not yet urgent".

The special services are jointly provided in both two separated units/locations: Unit 1 in the Nyi Pembayun Street and Unit 2 in the Tegal Gendu Street, Yogyakarta (there is 1 km distance between these locations). Each unit has its library, canteen, information system, computer laboratory, and prayer room. Meanwhile, the finance administration is centralised in Unit 1. This service is managed to enhance school goals achievement.

b.   The Implementation of Special Services Management in the SD Muhammadiyah Kleco Yogyakarta

1)   Planning

Special service planning at SD Muhammadiyah Kleco is differentiated based on time periods including short, medium and long. Planning was carried out at the new school year plenary meeting by teachers and staff at SD Muhammadiyah Kleco 1, 2 and 3 which were carried out together. Planning is carried out with reference to program proposals for each special service unit which are then discussed and the results of the evaluation of the previous academic year's work program.

Planning uses reference to work programs, both short, medium and long term. The work program was created and prepared during the new school year plenary meeting by teachers and staff at SD Muhammadiyah Kleco 1, 2 and 3 which were held together. Making a work program can be done in the following ways: 1) Preparing a work program plan that is proposed and discussed during the new school year plenary meeting; and 2) Preparation of plans for future work programs that are the same as previous work programs that are good, good and will be continued. Preparation of a work program plan based on the evaluation results of the previous school year, if there are deficiencies or it has not been implemented, it will be discussed and considered for follow-up in the new school year plenary meeting by teachers and staff employees from SD Muhammadiyah Kleco 1, 2, and 3 together.

Special planning for the SD Muhammadiyah Kleco 1, 2, and 3 primary school library units was actualized into the Omonk program or one month one book, namely that each student has their own reading record based on the books they read each month. Using reading records has benefits, including searching for and finding students who regularly read books or children's reading ambassadors. The benefits that can be felt when creating a work program and having it run will help learning in the classroom. Because students enjoy or diligently read, when the teacher explains or explains the material in front of the class, it will be easier for students to digest the material information explained or explained by the teacher. The preparation of special library service work programs is designed to support work programs and school success.

In carrying out the management and work processes at SD Muhammadiyah Kleco, reference is made to work programs, both short, medium and long term. In the short term, the school-owned enterprise has 3 services, namely school attributes, office stationery, and school canteen/catering. This service is provided every day at SD Muhammadiyah Kleco 1, 2, and 3. For the medium term (every year) the enterprise sells school attribute service for newly admitted students as well as a student book package service. In the long term, the enterprise has plans to establish a Kleco Mart (a kind of minimarket) which is currently still in the preparation process such as surveys, procurement plans and development plans. In the long term, the permit from the Food and Drug Supervisory Agency) will be renewed next year after the term expires.

2)   Organizing

The division of labour in providing special services at SD Muhammadiyah Kleco is based on the abilities and competencies of each teacher and education staff. Both the guidance and counselling and health units' service coordinator and person in charge are teachers. It is because it is in line with the role of the classroom teacher for the guidance and counselling, and Physical Education teacher for the health unit. Meanwhile, the coordinator and person responsible for the special library and canteen service are administration staff who have the ability and competence in these services.

The position of special services manager is carried out as a secondary task (additional task) apart from the main task. This regardless where the school administration data comes from, but based on the competencies and abilities of each individual. For example, a physical education teacher from SD Muhammadiyah Kleco 2, became the overall health unit coordinator for both units 1 and 2, with the assistance of teachers and other staff for this section. For special library services, there are 2 librarians, so one librarian is chosen as the coordinator (who is more experienced or senior).

For each special service provided at SD Muhammadiyah Kleco, there is a person in charge or coordinator, who is determined depending on needs. So, reports and monitoring have been carried out by the person in charge or coordinator. Special services for libraries, canteens, School Owned Enterprises or School Cooperative Units, for those in charge or coordinators from employee staff (not teachers). The person in charge or coordinator for guidance and counselling and health unit services are coming from SD Muhammadiyah Kleco 1, 2 and 3 teachers.

3) Actuating

The guidance and counselling service does not have a particular unit but the guidance and counselling service is provided through the class teacher in coordination with teachers and other administration staff. This service is carried out using a guidance and counselling guidebook which covers four areas: individual, social, group and career. The guidance and counselling service does not have a separate unit but the guidance and counselling service is through the class teacher in coordination with teachers and other administration staff. The guidance and counselling service begins with planning a guidance and counselling supervision book representing four areas, namely individual, social, group and career. The technical implementation is carried out with an initial assessment covering cognitive and non-cognitive, then the results of the assessment are processed when problems are found, the data is synchronised with the observations of the school principal and teachers in the field of study and if the conditions are appropriate then follow-up actions are carried out according to the problem. The follow-up carried out is adapted to fields such as individual fields of learning with special study guidance, social and group fields with differentiated learning, career fields with various kinds of extracurriculars.

Health unit services involve several parties such as teachers, doctors, canteens, and external parties such as community health centres, with programs such as healthy and clean life habits, first aid training, tooth brushing, mass hand washing, health screening, and health insurance. Health Unit services involve several parties such as class teachers, Dana Sehat Muhammadiyah/DSM (Muhammadiyah Health Fund) doctors, canteens, and collaboration with external parties such as community health centres. Programs implemented include monitoring Islamic Clean and Independent Living Behaviour with classroom teachers, First Aid training with Physical Education, Sports and Health teachers, mass tooth brushing and hand washing with community health centres, screening health with collaboration with health centres, Health Unit services with doctors on duty every Tuesday, Wednesday and Friday, health insurance with DSM, TD DT, measles & HIB immunizations. The implementation of these programs is equipped with health unit facilities in Unit 1 and Unit 2 with complete facilities in Unit 1 with a doctor on duty periodically and a Physical Education teacher who is always on standby at the health unit.

Library services involve the entire school community with activities in the Gerakan Literasi Sekolah/GLS (School Literacy Movement) program, as well as student involvement in learning through the school canteen and a policy of prohibiting snacks outside the school environment. Library services involve the entire school community, such as the health unit corner for health collections as a handling guide, Kotagede corner, alternative classroom services to overcome problems in learning. Various library activities are included in the GLS program, which in its implementation has several stages of familiarisation, development and learning.

The Muhammadiyah Kleco Primary School Canteen is an important part of educational services, by providing healthy food and drinks prepared from the school canteen or from outside parties, as well as involving parents/guardians of students who have businesses in the catering sector. This canteen has won a national award as a healthy canteen. In 2014 SD Muhammadiyah Kleco won the 2nd place nationally for the healthy canteen nomination.

Student involvement in learning is more directed and focused on school enterprise services, namely the school canteen. Such as in group practice in implementing Clean and Healthy Lifestyle ambassadors to provide examples to other students about Clean and Healthy Lifestyle, supervising and providing direction for the queuing culture to fellow students, as well as in sorting waste.

The school canteen provides food and drinks that are prepared from each School Canteen or from outside parties during break times to serve the purchase of food and drinks (snacks) from students. Apart from that, there is also School Catering, which is a part or branch of the school canteen service. The school involves parents/guardians of students who have businesses in the catering sector to jointly serve students by providing lunch for students regularly every day. Reschedule is carried out every time for school catering providers.

For the first time, SD Muhammadiyah Kleco implemented a policy prohibiting students from snacking outside the school environment, which was quite difficult. However, after the school collaborated with local residents, teachers, and school security guards. There are no longer any snack sellers from outside the school area, the school without rejecting (expelling) the presence of these snack sellers, they have left by themselves (they don't sell because there is no access for students outside the school).

If there is learning outside the classroom, such as sports, which cannot be interrupted (if it is in the third and fourth lesson periods), or sports learning must be carried out outside the school environment. So, the break was postponed to be given at the end specifically for sports learning in that class.

The school collaborates in guidance and outreach regarding students' health needs and adequate nutritional intake by collaborating with the Community Health Centre and the Provincial Health Service. The criteria for solid food, what percentage of nutritional content, what kind of food is provided during the first break (morning) and second break (afternoon).

There are quite a lot of food menu options at the Muhammadiyah Kleco Primary School Canteen. The food menu is changed periodically, for example this month the menu is soto soup with rice and spinach vegetable rice, then next month it will be replaced with another type of food variant. The first break (in the morning) provides food containing carbohydrates and protein in the form of rice, side dishes wrapped in leaf wrap (not paper, to be environmentally friendly). There is anchovy rice, egg rice, stir-fried egg rice, and others. The second break (afternoon) provides food containing vegetable intake to balance students' nutrition. There is vegetable rice soup, soto soup rice, spinach vegetable rice, and others.

The Kleco Muhammadiyah Primary School canteen has the slogan, "Bemokawat" Bebas Moto dan Bahan Pengawet which means free of flavouring and preservatives. The school also provides students with nutritional needs for vitamin content, in the form of sliced fruit which is distributed to students during break times, changing the fruit variant every day. Such as pieces of pineapple, melon, watermelon, banana, apple, and others. In providing cut fruit, the school canteen/catering provider looks at how the students react and respond. If the school provides monotonous or the same type of fruit every day, not all students will like it. So, in one day several types of cut fruit are provided.

The Muhammadiyah Kleco Primary School Canteen does not provide packaged food at all. There are no fried snacks, candy or anything else. The school provides homemade drinks such as milk, tea and oranges. Each student brings a glass from their respective class, then later filled with drinks from the canteen. Then, for the long-term program, strive for and support the zero-waste program. The school is in the process stages of achieving this program. For example, if there are students who have already bought packaged drinks from home, the school directs the teacher to take home the waste from the student's packaged drinks. So, students will get used to using reusable bottles as containers or containers for their drinks from home. Make this program part of the school's rules and regulations

4) Monitoring and Evaluation

Special services are monitored and evaluated using monitoring and evaluation instruments implemented by the coordinator or person in charge of each special service. Apart from that, monitoring and evaluation is carried out through supervision of the school principal, coordination and daily, monthly, semester program reports and accountability at the end of the school year.

Barriers to the implementation of special services at SD Muhammadiyah Kleco consist of several obstacles such as the transition period from pandemic learning to normal face-to-face learning, limited competence and ability in special services, limited allocation of funds for special services, and the absence of service satisfaction surveys from service users. No matter how good the service provided, the benchmark is customer satisfaction. First, the obstacle currently faced is that there is no service satisfaction survey from all special service units. The solution to this problem is conducting a satisfaction survey with g-form and others. Second, the obstacle as stated by the library is a decrease in interest in the library. The solution to overcome this obstacle is to apply the use of technology to make it easier and more interesting for students to read. Another obstacle for libraries in terms of management, especially funding, is that the allocation of library funds is not in accordance with what should be required because it is adjusted to the priority conditions and needs of the school. Third, obstacles in implementing separate extracurricular services by both Unit 1 and Unit 2.

In special library services, the current obstacle is that the habit of reading books that was carried out before the pandemic has decreased after the pandemic, allegedly due to the influence of gadgets so that interest in reading books is low. Efforts made to overcome these problems build students' perceptions that the library is a place for recreation, read aloud programs (teachers read books to students), collaboration with the Library and Archives Service in the form of a mobile library program.

In special guidance and counselling services, the current obstacle is that skills in the field of counselling are still lacking, limited to general knowledge and not in detail. Efforts to overcome these obstacles include training, workshops, and FGDs.

In special school health services, the obstacles faced in implementing immunisation are not all students and parents are willing to take part in immunisation due to phobia of needles and parents' perceptions about immunisation. Apart from these obstacles, another obstacle to health unit services is the duty doctor who is not routinely present at the unit.

4. Discussion

The school organisational structure shows that SD Muhammadiyah Kleco has three principals who lead each school (School 1, School 2, School 3). Each school principal also supervises educators and employees (administration staff) in their own school. The first thing is regarding school financial management. Even though it is separated into three schools, financial management, especially reporting on the use of the School Operational Funds (Bantuan Operasional Sekolah) from the central government, is carried out separately according to the needs of each school. This shows that each school has the authority to manage its own finances.

Research shows that school financial management, especially the management of BOS funds, is carried out separately by each school according to its needs [9]. This indicates that each school has the authority to manage its own finances. In managing BOS funds, there are at least three indicators that are used as a benchmark: planning, implementation and reporting [10]

At the planning stage, all school members are involved, including the principal, treasurer, teachers, employees, committee and parents. This planning is outlined in the school planning and budgeting document. The plan was created by considering the conditions of each elementary school [10]. The implementation of BOS fund management begins with withdrawing funds, some are done in instalments and some are done in full. The collection is adjusted to the conditions of each school and then allocated according to the plan. BOS fund collections must be recorded in detail and clearly. As well as leaving a minimum balance as a precautionary measure [10].

Reporting is carried out in stages and daily so that it can be monitored in real time. This reporting is in the form of a special BOS fund management book [10]. The realisation of BOS fund management has fulfilled the principles as intended in Government Regulation no. 48 of 2008 article 59 [11]

When compared with other countries, financial management in schools has changed with the introduction of the Schools Financial Value Standard (SFVS) in the UK. There is increasing delegation of financial responsibility to school management teams, increasing the role of school principals and governing bodies. Principals and governing bodies now have a strategic role in the overall direction of the school [12].

Financial management of schools in urban areas is different from schools in rural areas. In many schools, the unavailability of parent members of the School Management Body (BPS) and their limited financial skills are obstacles to effective financial decision making [13]. To realise the ideals of quality inclusive education, proper financial management is very important. Mismanagement of school funds is largely caused by principals and BPS in many schools who do not have good working relationships with stakeholders and the necessary financial skills [13].

An effective financial management model in schools is the School-Based Management Model (MMBS). This model is based on the principles of accountability, transparency and efficiency. This involves the school management team, principal, committee and parents (community) [14].

Based on the research results, it shows that each school has the authority to manage its own finances, especially in managing BOS funds. There are indicators used in managing BOS funds: planning, implementation and reporting. The realisation of BOS funds must be in accordance with applicable regulations. Changes in financial management in schools require schools to delegate more financial responsibility to the management team. The MMBS model can be used as an effective financial management model by involving all school stakeholders.

In terms of human resource management in this school, there are teachers and employees from the three schools, there is no difference in treatment in terms of human resource management. All teachers and employees are given the same rights and treatment. Assignments to staff and teachers are based on individual abilities and competencies, not which school they come from.

Research on this topic reveals a complex and nuanced picture of human resource management practices in schools. Several studies found equitable and strategic human resource practices across schools. For example, [15] found that practices such as professional development and evaluation were aligned with school goals and teacher needs, although rewards were less so. [16] and [17] also found that effective human resource management improves school performance. However, other studies have found inequities and deficiencies in human resource practices based on school type or teacher background. [18] found teachers' perceptions of human resource

practices were low overall and lower for Thai teachers, while Kyere (2022) found seminars, coaching and benefits lacking. [19] and [20] found human resource practices needed improvement, especially in training, working conditions, and interpersonal treatment.

Although the research is mixed, some studies suggest private schools may have greater autonomy and more strategic human resource practices. [17] found that private school principals have more decision-making power and see human resources as the key to sustainability, unlike public school principals who see it as a means to achieve goals. [21] also found teachers had a positive view of human resource practices in Turkish private schools. In summary, while some studies find fair and effective human resource management across schools, other studies reveal differences in practices and perceptions based on school type, leadership, and teacher background. More work is needed to determine how to implement strategic, teacher-centred human resource practices across all schools that support employee well-being and school success. Schools would benefit from giving school leaders more autonomy and accountability in this area.

Class Division and Student Placement at SD Muhammadiyah Kleco has four parallel classes, with SD Muhammadiyah Kleco 1 having 2 parallel classes, and SD Muhammadiyah Kleco 2 and 3 each having 1 parallel class. The services and learning curriculum provided are the same for all parallel classes. SD Muhammadiyah Kleco implements a parallel class system with a total of four classes, two in SD Muhammadiyah Kleco 1 and one each in SD Muhammadiyah Kleco 2 and 3. Even though there are divisions, the curriculum and learning activities are uniform in all classes [6]. The school developed a special program to improve students' skills, especially in reading the Koran, and this program has improved students' knowledge and achievement [6].

The management of this special program follows the typical curriculum management process of planning, organising, implementing and evaluating [6]. Evaluation is carried out through final tests and student assessments, the results of which are reported in report cards [22]. These special programs also provide benefits for schools such as increasing student achievement in religious activities and improving the school brand which allows them to compete in the education "market[6].

During the COVID-19 pandemic, SD Muhammadiyah Kleco implemented online learning strategies using WhatsApp, Google Meet, and Zoom, although these methods were not completely effective [23]. As a result, schools adopted a system of visiting teachers and consultation classes [23]. With this strategy, teaching and learning activities can continue during the pandemic [23]. Likewise, SD Muhammadiyah 1 Krembung is also developing strategies such as providing internet quota and focusing on developing student character to navigate the challenges of COVID-19 [24].

In short, SD Muhammadiyah Kleco and similar schools implement parallel classes but provide the same curriculum and learning activities to all students. They develop specific programs and appropriate management strategies to improve student outcomes. During COVID-19, online and face-to-face strategies were adopted to continue teaching and learning. The school aims to develop students into graduates with strong religious morals.

The location of school facilities is located in two different location complexes. The Muhammadiyah Kleco 1 and 3 SD buildings are in one front and back complex on Jalan Nyi Pembayun, while the Muhammadiyah Kleco 2 Elementary School building is located on Jalan TegalGendu. Class division is also based on the location complex. Management of New Student Admissions (PPDB) is carried out centrally in one door at unit one. This shows that administrative management related to student registration and graduation is also integrated. This integrated management may aim to utilise resources efficiently and ensure that all schools in the network can provide quality educational services to their students. Even though they are administratively integrated, each school still maintains its own identity and characteristics in terms of financial management and education.

Implementing centralised and integrated PPDB management has advantages and disadvantages. On the positive side, centralised PPDB aims to optimise resource utilisation and ensure all schools provide quality education [25]. An integrated PPDB system increases transparency and reduces injustice in the student selection process [26]. The zoning system specifically helps minimise the idea of superior schools, equalise education, and facilitate parental supervision [27].

However, centralised PPDB also has several disadvantages. This can reduce the intake of new students for religious schools [28] and enable cheating by some parents [29]. Short preparation time and lack of socialisation have made the system ineffective [26]. To win the competition for new students, schools must focus on improving quality and utilising social media for marketing [30]. High-quality schools with quality teachers and good management are what parents are looking for [30]. During the COVID-19 pandemic, the PPDB process has adapted to government regulations [31]. SMA Muhammadiyah 2 Sidoarjo, for example, applies computer-based tests, determining academic grades, interviews and urine tests for all registration routes. The school then announces the results on its PPDB website [31].

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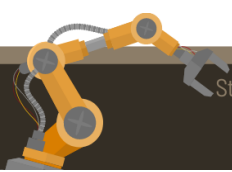
In conclusion, while a centralised and integrated PPDB system aims to optimise resources and ensure quality education, its implementation still faces obstacles. Schools must improve services, meet ICT needs, and utilise social media to overcome these challenges. By improving quality and marketing, schools can win the competition for new students fairly and ethically.

5. Conclusion

The main special services provided at SD Muhammadiyah Kleco include the library, school health unit, canteen as a school-owned enterprise, and guidance and counselling services.

Management of special services at SD Muhammadiyah Kleco is part of general school management. SD Muhammadiyah Kleco consists of three schools which are administratively integrated under the auspices of the Yogyakarta City Muhammadiyah Association. Even though they are separated into three schools, their management is carried out in an integrated manner in terms of financial management, human resources and activities. Special services provided include the library, health unit, canteen, and guidance and counselling. Special service planning is carried out in an integrated manner with reference to program proposals for each special service unit. The division of labour in providing special services is based on the abilities and competencies of each teacher and education staff. Special services are monitored and evaluated using monitoring and evaluation instruments implemented by the coordinator or person in charge of each service. Barriers to providing special services include the transition period from online to normal face-to-face learning, limited competence and ability, limited funding allocation, and the lack of service satisfaction surveys from service users.

Acknowledgment

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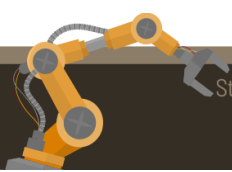
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DIGITALIZATION AND INTEGRATION OF START-UP BUSINESSES AT SEKOLAH INDONESIA KOTA KINABALU

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Abstract

SIKK (Sekolah Indonesia Kota Kinabalu) is a tangible manifestation of the Indonesian government's attention to the education of children of migrant workers in Malaysia. One of the levels in the school is SMK which has fields of study in hospitality, catering, and aviation. Based on SMK graduation criteria, students must have entrepreneurial skills. However, in these schools there are several obstacles that include the implementation of entrepreneurship programs, digitalization of businesses, the number of teachers who teach productive subjects is only one for the three fields of study, business integration and the status of SIKK which is still new resulting in several entrepreneurship programs not yet established. The purpose of this activity is to digitize and integrate businesses whose business development programs have been obtained in the second year of service implementation. The training resulted in four findings. First, PPM activities can run well and smoothly and the participants' assessment of the PPM implementation is also very good. Second, the participants experienced an increased understanding of digitalization and business integration. Third, the motivation and enthusiasm to take part in the training was very high because the responses given by the participants were very active during the training and mentoring process. Fourth, the service participants felt happy and satisfied with this service activity and hoped that similar activities could continue to be carried out in the future.

Keywords: Digitalization, Integration, Start Ups

1. Introduction

The rapid development of technology has affected modern business. Business people are starting to suffer from various pressures and demands to make creative, innovative efforts and minimize operational costs but still have good business performance. The spearhead for the flow of money for business is sales or turnover of products or services that are absorbed and demanded by the market. So with the advancement of technology, business people / businesses began to think about effective and efficient marketing media to be able to compete in modern business. One of the marketing media that can be used is social media-based marketing. Social media is a digital product that allows interaction between one person and another. Social media based on internet technology can provide information dissemination from one person to many people. The digitization of social media-based marketing has been able to change consumer behavior to carry out the process of supplying and demanding traditional goods and services online. Situmorang, (2016) states that companies must be able to understand and understand the effective use of information technology so that company goals can be achieved. In 2022, previous PkM activities have succeeded in forming a startup organization and developing its business.

After attending the Company Program-Based Entrepreneurship Education training to improve the entrepreneurial mindset and start-up pioneering organized by the team of servants of the Economics Education Undergraduate Study Program, it is certainly expected that participants will have a strong mindset by developing in the field of digitization and integrating business units. Based on descriptive data on understanding of business digitalization and one sample t test data, after participating in mentoring in the second year participants have an average score of 77 with a significance below 0.05, which shows that students are able to develop their business well. This is also in accordance with SIKK's commitment which continues to improve to prepare students to have independence in entrepreneurship. Planned forms of development consist of Product/service standardization training, Digital marketing skills training, Managerial training (leadership, key performance indicators), Problem solving training.

The industrial era 4.0 has made modern businesses have to adapt to information technology. The digitization of social media-based marketing inevitably forces both large companies and businesses in business groups to rush to adjust for the sake of business sustainability in the future (Maylinda and Sari, 2021). Social media-based marketing is one of the marketing media that is quite cost-efficient and effective in targeting market share or consumers. Social media-based marketing is able to group influencers among various consumer groups and make

it easier for marketers or sellers to provide information about their products and or services so as to persuade consumers to buy the products and or services offered. In addition, social media-based marketing is also generally unpaid. The rapid development of social media can be used for various purposes, ranging from making friends, campaigning for certain programs (social, educational and religious) and promoting goods and services to consumers (Puspitarini and Nuraeni, 2019).

Social media as any form of interactive communication media that allows two-way interaction and feedback (Tankosic, Ivetic and Vucurevic, 2016). The rise of social media development has attracted people to conduct studies from a variety of different perspectives. Internet users in Indonesia come from the young age group, aged 19 - 34 years with around 49.52% of the total users (Saputra, 2019). It cannot be denied that this young and productive age is a potential consumer for business owners. The digitization of social media-based marketing is believed to have opened communication and transaction channels in realtime and worldwide. The increasing number of social media users opens up opportunities for business units to develop their markets through smartphones. We Are Social's latest report found that there are 338.2 million Indonesians with mobile phones and 160 million active social media users or around 64% of Indonesians are familiar with cyberspace. With a population of around 272 million, the number of social media users above is quite fantastic. The use of social media as a marketing base aims to foster consumer buying interest. Social media-based marketing is a type of internet marketing model to achieve marketing goals by participating in the scope of social media networks (Rautela, 2021). The delivery of marketing communication through social media is assessed through the 4Cs, namely context, communication, collaboration, and connection (Indika and Jovita, 2017). Social interaction and perceived risk through social media affect consumer buying interest.

Therefore, it needs support, especially from technology that can help business units grow. The acceleration of digitalization is still concentrated in big cities, where access and infrastructure are more complete (Birner, Daum and Pray, 2021). Even though business units in the regions have product values that are no less interesting. The importance of business units must keep up with technological developments in order to spread to a wider market, so they must try to familiarize business unit actors with digital behavior (Allam and Jones, 2021). Marketing products in SIKK business units through the use of digital technology can create enormous opportunities and encourage the development of the country's industry. The Main Theme of PKM Digitalization of Business at SIKK is an association of entrepreneurs in the field of food services trying to bring together business units to help each other create and develop business channels that allow the participation of various food companies, so that they can play an active role in development and successfully preserve Indonesian food, especially to uphold the dignity of Indonesian culture.

The concept of business digitalization is ease of connectivity and innovation. Through business digitization companies can easily offer their products and services to consumers as well as consumers can easily find the desired product or service. Furthermore, the concept of innovation, through business digitalization, companies are able to expand their consumer reach easily. Innovation in product and service services is needed to win the competition because consumers can also easily find similar and substitute products and services that suit their desires. Business Digitalization has several advantages when compared to conventionally managed businesses in general. Therefore, the majority of business people gradually switch to using the digital business concept.

Here are some of the advantages of business digitization including: 1) Cheaper operational costs. The use of digital business operational costs is much cheaper when compared to conventional businesses in general. Because in its operational activities it no longer requires a lot of employees and no longer needs to spend money on creating or renting a physical store, so it is clear that digital business costs are more efficient than conventional businesses in general. 2) Reach more consumers. By utilizing internet technology, digital businesses are easier to reach their consumers. Because the internet has advantages that are not limited by space and time. Digital business marketing activities can be carried out widely not only at one specific point. 3) Boost sales. Because digital businesses have the convenience to reach their consumers. So the possibility to boost the sales target of products and services becomes even greater. 4) Help win the competition. There have been many Digital Business business actors who have been able to win the competition and even surpass large companies that have previous brands. 5) Easier to run. With the digitalization of the real business, it has a pattern that is more. It is easier to run than doing conventional business in general. because operational implementation in digital business has been assisted by technology. Some of the problems faced by partners are that partners still lack knowledge about the importance of business digitalization in the modern era, still lack skills in creating designs and digital content on social media on line, planning and implementation in the use of technology that is still limited to just updating personal status and sober business activities, and increasing sales volume that has not been maximized because the use of digital technology in business is still very limited.

Social media-based marketing has various advantages that can be applied to start-up businesses in SIKK. The populist economic movement has a goal to be encouraged to have competitiveness, especially in terms of marketing digitalization. Business unit actors can capture advances in information technology by utilizing social
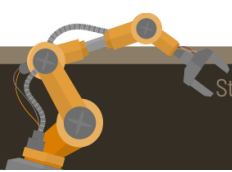
media as a means to promote the goods and or services they produce. So that the author is interested in conducting a study on How is the effectiveness of social media-based marketing digitalization to increase the competitiveness of business enterprises at Sekolah Indonesia Kota Kinabalu? The purpose of the service is to provide empirical evidence that social media-based marketing digitalization is able to increase the competitiveness of start-ups at Sekolah Indonesia Kota Kinabalu.

2. Method

This service activity is in the form of mentoring which is carried out 4 times in a period of 4 months. The participants were divided into 3 groups and each group amounted to 10 people. This service activity consists of three stages, including the following. The First Preparation The activities carried out at the preparation stage are licensing with SIKK and compiling a business development assessment matrix that will be given. At this stage the service team has obtained it informally and the necessary materials have been prepared. This planning is done after paying attention to the real conditions in the community by using SWOT analysis by involving students and SIKK accompanying teachers. This planning includes strategies and methods in solving the problems faced by them. This step has been carried out during the analysis of the community situation which can be concluded that through the implementation of Student Company, students are able to develop business units. The Second, Implementation The second stage, the implementation of activities, namely assistance related to digitization and integration of the Start Up Company's business. The third stage is evaluation, after the activity is completed, a reflection on the mentoring activities is held. From here it will be known which material is useful and operational and other material input is needed if there are training activities in the next period.

3. Results

In general, the implementation of this community service activity went smoothly. Starting from the PPM activity topic, preliminary survey to find out the needs at Sekolah Indonesia Kota Kinabalu (SIKK), the process of implementing community service activities, mentoring to the process of preparing reports. Based on the results of training and mentoring with participants during the service process and participant satisfaction questionnaires, it can be concluded that participants experienced increased understanding and skills in business management. In addition, participants were satisfied with the training activities held at SIKK.

Figure 1. participants' satisfaction questionnaire

Figure 2. Assistance for Digitalization and Integration of Business Units in SIKK

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The results of the Participant Satisfaction Questionnaire ranging from satisfaction with resource persons, training facilities, training organization, training materials, follow-up for both the social science and science clumps provide a very good average assessment. The achievement of the target number of participants can be seen from the number of training participants. In this service activity, the number of participants was 30 people and could be attended by high school students, vocational schools and accompanying teachers in SIKK. During the process of implementing this training, it was in accordance with the expected target. The material delivery process was carried out using two methods, namely lectures and practices. The delivery of material was carried out by several resource persons according to their competence. The initial material provided starts from the introduction and operation of digitization in financial management related to modern cashier applications. After providing material through the lecture method, it was continued with testing by giving the practice of operating the cash register application where each group presented starting from inputting goods, checking inventory, serving customers, to making financial reports.

4. Discussion

Service activities in the form of training and mentoring related to Digitalization and Integration were carried out on Thursday, July 13, 2023 and attended by 30 participants. Mentoring is carried out by the service team once a month for three months. In this activity, 2 methods were carried out, namely lectures and practices related to digitization and integration of business units. In general, the training activities have gone well, as seen from the enthusiasm and positive response from the participants. In this training, there were two facilitators who delivered different materials. The first facilitator delivered material on the concept of digitalization and integration of business units. The second facilitator delivered material related to the practice of digitizing and integrating business units, one of which was through the application of a modern cash register.

Every question raised by the participants will be responded to well by each facilitator. Not having to wait until all the material has been presented, in the middle of the material being delivered, participants are also allowed to ask questions. This supports the results of the questionnaire on further issues by the resource person, most of which stated very well. The facilitator's suitability in delivering the material was in accordance with the objectives of the training. The participants also gave opinions in the very good and good categories in this regard. Both materials were delivered in an interesting manner, resulting in positive responses from the participants.

During this training activity there were several things that supported and hindered the activity. These came from both inside and outside. Things that supported this training activity include: The first, The high awareness of teachers regarding the importance of this training activity by helping to provide a place and some facilities such as a comfortable room to interact with participants. The Second, The enthusiasm of the participants in participating in the training. Third, The students' start-up business is already running well, so the application of digitalization and business integration is easier to run 4.

Things that hinder this training activity include: The First, Difficult schedule adjustment with partners and the second The signing of the IA must wait for the Consulate General in Sabah, considering that SIKK during the process of implementing the service did not yet have a principal. The solution to overcome these inhibiting factors is that the monitoring process will be carried out three times. In addition, the service team continues to provide periodic assistance regarding the implementation of digitization and business integration at SIKK.

Acknowledgement
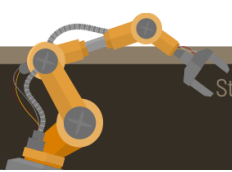
We realize that there may be imperfections in our report. Therefore, we hope for constructive criticism and suggestions and hopefully it will be useful.

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COMPARATIVE STUDY OF PUBLIC AND PRIVATE ELEMENTARY SCHOOL MANAGEMENT: CASE STUDY

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Abstract

Good educational management can create high work motivation and personality of all school members including school principals, teachers, students, and so on as well as establishing integrated cooperation in the education system and achieving the goals that have been set. However, in its implementation, there are still obstacles that affect the quality of education. This research aims to determine the implementation and obstacles to educational management in public and private schools. The research method used is qualitative with a case study approach. The subjects of this research were two public elementary schools and 2 private elementary schools in Ngawi Regency. The data collection techniques used were observation, documentation, and interviews. The results of this research reveal that the implementation of educational management in private elementary schools is better than in public elementary schools. This is influenced by the budget, teacher motivation, existing facilities, and infrastructure at the school. Each public and private elementary school experiences obstacles in implementing educational management in schools. The results of this research can be used as a study to improve the implementation of management in elementary schools.

Keywords: Management, Elementary Schools, Public Schools, Private Schools, Comparative Studies

1. Introduction

Quality education cannot only be seen from the quality of its graduates but also includes how educational institutions can meet customer needs by following applicable quality standards [1]. These customers are meant to be school residents. Therefore, improving quality educational activities must be carried out in a planned, programmed, and sustainable manner by all educational institutions [2]. However, the quality of educational management that occurs in elementary schools is not yet running well. For example, program evaluation in elementary schools has not run optimally. School principals have various activities so that not every learning process can be monitored continuously [3]. Apart from that, the ability of school principals who do not have sufficient competence in managing schools affects the resources and quality of education in schools [4]. Apart from that, another problem regarding education quality management is that education management has so far been more *macro-oriented*, regulated by bureaucratic ranks at the central level. As a result, many factors projected at the macro (central) level do not occur or do not work as they should at the school level [5]. Meanwhile, the hope is that the quality management of education in elementary schools is carried out in a sustainable manner, because with good education it is hoped that the nation's next generation will be able to have the qualities and abilities to make better changes for the social life of the country [6].

Educational management is management that requires members to implement, accept, and assume responsibility in a system in educational institutions, and describes an organizational hierarchy to achieve a goal [7]. The application of school management to achieve the desired goals must be carried out professionally, namely strengthening the program at the planning stage because a thorough planning stage is a factor that determines the overall effectiveness of management [8]. Good management of educational institutions can create high work motivation and personality of all school members including principals, teachers, students, and so on as well as establishing integrated cooperation in the education system with the community to find out their hopes for their children [9].

However, because the implementation of education management is not yet optimal in public elementary schools, people prefer to entrust their children's education to private elementary schools. Based on field notes at SDN Bangunrejo 1 Karanganyar District, Ngawi Regency, in recent years the community has preferred to entrust their children's education to private elementary schools, especially in Ngawi Regency. Based on the results of interviews with 10 prospective parents who would enroll their children in school, taken randomly, 8 out of 10 chose to enroll their children in private schools. This is because parents' perceptions and data facts in the field show that public schools have minimal achievements, inadequate conditions of infrastructure, and the absence of school activities that facilitate student development and school development which tends to be stagnant in contrast to private elementary schools. The decreasing number of people interested in public elementary schools shows the fact on the ground that the existence of state schools is lower than that of private schools. This condition has

an impact on the decreasing number of students in public elementary schools and the increasingly fertile growth of private elementary schools both in terms of quality and quantity.

Education management problems in previous research also revealed, among other things, that program evaluation in elementary schools has not run optimally. School principals have various activities so that not every learning process can be monitored continuously [3]. Apart from that, the ability of school principals who do not have sufficient competence in managing schools affects the resources and quality of education in schools [4]. Problems in educational management that are not yet optimal, especially in terms of the lack of management of students and teachers in state schools, can lead to school regrouping [10].

Therefore, it is important to conduct this research to determine the implementation of educational management standards in elementary and private schools. Permendikbudristek Number 47 of 2023 regulates education management standards aimed at guiding schools in managing educational potential and resources effectively and efficiently to develop students' potential, initiative, abilities, and independence optimally. Education management standards need to be realized together to achieve efficiency and effectiveness in the implementation of education [11]. If the quality of educational management is good, there will be an increase in the quality of the core tasks of school members, management of teacher resources, creativity in knowledge generation, and improvements in educational models [12].

Previous research on this research topic includes research entitled *Perceived Leadership Style and Job Satisfaction of Teachers in Public and Private Schools* conducted by Anastasiou & Garametsi (2021). The results of the study revealed that compared with public schools, the higher levels of job satisfaction of private school teachers stem at least in part from differences in environmental factors such as working conditions and principal motivation. This shows how important the role of school principals as managers of educational institutions is in maximizing teacher performance. Second, previous research was related to the implementation of *POAC management* in vocational schools [14]. The results of this research reveal that 80.88% of vocational schools in Semarang have used *POAC management* in their school performance. Furthermore, the implementation of integrated education quality management in Islamic boarding schools [15]. The research states that the implementation of quality management in Islamic boarding schools can be seen through systemic revitalization by developing an integrated quality management model through a restructuring strategy process, cadre program, improving the quality of human resources, professionalism of the financial management system, strengthening networking, organizational synergy, quality work culture and job performance focus. Then, research conducted by Shabbir et al. (2014) was conducted in Pakistan with the title "*A Comparative Study of Public Versus Private Primary Schools, An Evidence from Azad Kashmir (Pakistan Administrative Kashmir*)". This comprehensive review research to compare the performance, achievements, and effectiveness of government versus private primary schools in rural areas of Azad Jammu & Kashmir got results which show that private schools perform better than government schools in maximum measures of performance except for a few which have been taken in this study, but both government and private schools in Azad Jammu & Kashmir face several challenges.

However, this research is different from previous research. This research will compare educational management in state schools and private schools. Apart from that, this research was also carried out at the elementary school level where research had not previously been conducted.

This research aims to determine the implementation and obstacles to educational management in public and private schools. The results of this research can be a reference and recommendation for further research to carry out educational strategies so that they run more effectively and optimally.

2. Method

This study uses a qualitative method. Qualitative research, according to Creswell, is an approach that begins with assumptions, an interpretive or theoretical lens, and the study of research problems that examine how individuals or groups interpret social problems [17]. The research approach that will be used is a case study, using a qualitative approach.

The subjects of this research were principals and teachers from 4 elementary schools in Ngawi Regency, East Java, Indonesia. The elementary schools are SDN Margomulyo 1 and SDN Widodaren 8 as research subjects for public elementary schools and SD Muhammadiyah 1 Ngawi and SD Muhammadiyah 1 Karanganyar as research subjects for private elementary schools. The selection of research subjects used purposive sampling. This research was conducted from March to October 2023.

The data collection techniques used to collect implementation data and educational management obstacles are observation, documentation, and interviews. Observation and documentation to find out the implementation of education management and interviews to find out obstacles to the implementation of education management.

The data validity technique used is the triangulation technique. Triangulation techniques to test the credibility of data are carried out by checking the same source data with different techniques.

The instrument for implementing elementary school management standards was adopted from [18]. The instrument for obstacles to the implementation of school management was adopted by the Minister of National Education Regulation number 4 of 2022 concerning Education Management Standards by Primary and Secondary Education Units

The data analysis technique used in this research is interactive data analysis [19]. The steps in data analysis are data collection, data reduction, data display, and conclusion.

3. Results

Based on the research data collection that has been carried out, the following research data is obtained:

Based on the results of observations and documentation carried out by researchers at state schools, the following data was obtained:

Table 1. Results of Implementation of Public Elementary School Management

No	Indicator	Observation and documentation results
1.	The school's vision, mission, and goals are following EDS (School Self-Evaluation)	Both schools have a school vision and mission that refers to the SKL as well as the internal and external needs of the school and is reviewed periodically. There are EDS reports, school profiles, National Examination results, and School Examinations.
2.	The vision, mission, and goals of the school are understood by all school members	The vision, mission, and goals of the school can be understood and socialized by all school residents. Public elementary School A has documents such as meeting minutes, Strategic Plan, RKS, banners, leaflets, and brochures. However, public elementary school B does not yet have several documents.
3.	The school's work plan complies with the EDS	In preparing the RKS, both schools pay attention to EDS results, accreditation results, and student graduates with consideration from the school committee and ratified by the District/City Education Office.
4.	The school's work plan is quality-oriented	Both schools have school work plans to support teacher career development, and there are decreases in teacher assignments and activities. However, public elementary School B lacks activities to empower teachers.
5.	School planning is related to improving quality	Both schools have quality planning documents, including improvements to PBM, educational staff, and infrastructure which are implemented consistently in the form of RKT and RKS.
6.	The organizational atmosphere supports school programs	All teachers at Public elementary A, school components including other institutional partners are involved in implementing the school program included in the planning. However, public elementary School B does not support activities in partnership with other institutions.
7.	Leaders carry out supervision and evaluation according to standards	The supervision and evaluation program includes; monitoring, evaluation, and follow-up regarding the utilization of educational staff at the end of each semester has been carried out by both elementary schools. However, in Public elementary B there is a lack of monitoring and follow-up on activities.
8.	Implementation of quality orientation school programs	Both schools carry out an annual school quality improvement (RKT) program.
9.	Schools have Standard Operating Procedures (POB)	Schools prepare school management guidelines which contain clear descriptions of duties, authorities, and responsibilities regarding the overall implementation and administration of the school. But there are no elementary schools in state B yet.
10.	Implementation of school activities follows appropriate stages	Implementation of school activities consists of planning, implementation, monitoring, evaluation, and reporting which are documented through RKAS, meeting minutes, and activity reports. However, public elementary School B has not implemented these activities effectively enough.
11.	School activities are related to achieving the vision	Both schools realize their vision and mission in implementing learning activities, PTK management, and student activities, for example through PPDB activities and reports.

No	Indicator	Observation and documentation results
12.	The school atmosphere supports learning	The school culture and environment are conducive to learning in the form of rules and character education program plans. However, there are still obstacles in its implementation, there are no plans for character education program activities at Public elementary B.
13.	School management is carried out effectively and efficiently	The principal carries out school management effectively and efficiently to improve school quality as documented by class supervision, monitoring, and evaluation reports. But there are still some obstacles.
14.	The principal is a role model	The principals at both schools can be role models for all school members even though there are still a few problems.
15.	Transparent and accountable financial management	School residents can access school financial management reports in a transparent and accountable manner through the website and financial reports. However, public elementary School B still uses group chat to access school information.

Indicator source: [18]

Based on the results of observations and documentation carried out by researchers at private schools, the following data was obtained:

Table 2. Results of Implementation of Private Elementary School Management

No	Indicator	Observation and documentation results
1.	The school's vision, mission, and goals are following EDS	Private elementary schools A and B already have a school vision, mission, and goals. However, because private elementary school B is still newly established, there are incomplete documents in the EDS report.
2.	The vision, mission, and goals of the school are understood by all school members	The vision, mission, and goals of the school can be understood and socialized by all school members. Private elementary school A has documents such as meeting minutes, Strategic Plan, RKS, banners, leaflets, and brochures.
3.	The school's work plan complies with the EDS	In preparing the RKS, private elementary school A pays attention to the EDS results, accreditation results, and student graduates with the consideration of the school committee and ratified by the Regency/City Education Office. For private elementary school B, its work plan is not optimal enough.
4.	The school's work plan is quality-oriented	Private elementary school A has a schoolwork plan to support teacher career development and already has a Certificate (SK) on teacher assignments and activities. However, private elementary school B lacks activities to improve teacher quality capabilities.
5.	School planning is related to improving quality	Both schools have quality planning documents, including improvements to PBM, educational staff, and infrastructure which are implemented consistently in the form of RKT and RKS.
6.	The organizational atmosphere supports school programs	All teachers at private elementary school A and school components, including partners with other institutions, are involved in implementing the school program included in the plan. But private elementary school B doesn't support it yet.
7.	Leaders carry out supervision and evaluation according to standards	The supervision and evaluation program includes; monitoring, evaluation, and follow-up regarding the utilization of educational staff at the end of each semester.
8.	Implementation of quality orientation school programs	Both schools carry out an annual school quality improvement (RKT) program.
9.	Schools have Standard Operating Procedures (POB)	Schools prepare school management guidelines which contain clear descriptions of duties, authorities, and responsibilities regarding the overall implementation and administration of the school.
10.	Implementation of school activities follows appropriate stages	Implementation of school activities consists of planning, implementation, monitoring, evaluation, and reporting which are documented through RKAS, meeting minutes, and activity reports. However, at private elementary school B, there is no MoU regarding cooperation with partners.

No	Indicator	Observation and documentation results
11.	School activities are related to achieving the vision	Both schools realize their vision and mission in implementing learning activities, PTK management, and student activities, for example through PPDB activities and reports.
12.	The school atmosphere supports learning	The school culture and environment are conducive to learning in the form of rules and character education program plans. However, there are still obstacles in its implementation, there are no plans for character education program activities at private elementary school B.
13.	School management is carried out effectively and efficiently	The principal carries out school management effectively and efficiently to improve school quality as documented by class supervision, monitoring, and evaluation reports. However, private elementary school B has not implemented this follow-up effectively.
14.	The principal is a role model	Principals at both schools have strengths and weaknesses in their respective areas.
15.	Transparent and accountable financial management	School residents can access school financial management reports in a transparent and accountable manner through the website and financial reports. However, private elementary school B does not yet have a school website and uses group chat to convey information.

Based on the results of the implementation of educational management in state schools and private schools in Tables 1 and 2, which refer to these indicators, the implementation of educational management in elementary schools is superior to that in state schools. Although each school, both public and private, has its advantages and disadvantages, private education management is better because its implementation is not intervened by parties outside the foundation and its implementation does not only occur when the accreditation report is carried out. The management process starting from planning, management, implementation, and supervision is carried out continuously in private elementary schools. However, on the other hand, in public elementary schools, supervision, monitoring, and follow-up will usually be carried out when there are orders from superiors at the Education Department.

Obstacles in Implementing Public and Private Elementary School Management

Based on the results of interviews conducted, obstacles were obtained in implementing educational management in elementary schools, namely:

Table 3. Management Constraints in Public Elementary Schools

No.	Indicator	Constraint
1.	School Work Plan	There were no obstacles in formulating in both elementary schools. However, in socializing there are obstacles because there are limited places in Public elementary A because the number of students is very large. Apart from that, at public elementary school B there are obstacles in teacher management planning due to a shortage of teachers so they are looking for honorary teachers. Then there is the lack of LCDs and the lack of BOS costs in terms of financing.
2.	Implementation of the School Work Plan	There were no problems at public elementary school A. However, public elementary school B experienced difficulties in financing the implementation of school program activities to increase teacher capacity due to limited BOS costs due to the small number of students. Apart from that, it is still difficult to condition student behavior to be orderly.
3.	Monitoring and Evaluation	There are no problems at Public elementary School B, but on the contrary, there are problems at Public elementary School B related to the administration of supervision reports, monitoring, and program follow-up.
4.	School Leadership	There are no obstacles in the principal's leadership. There is already a deputy principal in charge of student affairs and curriculum.
5.	School management information system	There are no significant obstacles. The school has a school website as a place to socialize school programs and activities. Apart from that, the school also manages a WhatsApp group with school residents and parents at Public elementary A. Public elementary B is still limited in conveying information via group chat.

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Table 4. Constraints in Private Elementary School Management

No.	Indicator	Constraint
1.	School Work Plan	Private Elementary School A There are no obstacles in creating the vision, mission, goals, work plans, RKAS, and school activities because they have been determined by the Muhammadiyah Branch Leadership (PCM). Funds are obtained from BOS funds and donors. However, the problem is planning to create a conducive learning climate. However, because Private Elementary School B has just been established, it is still trying to equalize perceptions and unify opinions about the school's vision.
2.	Implementation of the School Work Plan	The problem in the management of learning implementation is that it is still lacking because the facilities and infrastructure are still minimal. So it needs to be submitted to PCM first for elementary schools for private elementary schools B.
3.	Monitoring and Evaluation	Private elementary school A has no significant obstacles. However, in private elementary school B, there is a lack of follow-up regarding supervision and monitoring reports.
4.	School Leadership	There are no obstacles because the principal is also accompanied by a deputy principal. There is already a deputy principal in charge of student affairs, curriculum, public relations, Islamic studies, etc.
5.	School management information system	There are no problems because information can be conveyed via group chat and websites at private elementary school A. Private elementary school B still uses WhatsApp group chat.

Based on Tables 3 and 4, each public and private elementary school has its obstacles in implementing education management in schools. The most prominent differences in management are in terms of facilities and infrastructure as well as supervision, monitoring, and follow-up processes. Public elementary schools still experience a lack of funds and infrastructure to support program implementation. This is because the funds come from BOS (School Operational Boss) funds which sometimes are not distributed on time. On the other hand, private elementary schools receive funds from parents and foundations so they can use this to improve the quality of learning and infrastructure. However, private elementary school B, which has just been established, also has problems in terms of funding because it still requires adaptation.

4. Discussion

Based on the results of the data that has been collected, it can be concluded that the implementation of educational management in private elementary schools is superior to public elementary schools. The results of this study are following previous research conducted by (Shabbir et al., 2014) [16]. The results of the research reveal that private schools have better performance than state schools in terms of maximum performance. The results of the research also revealed that both public and private schools have obstacles in implementing education. Previous research conducted in Pakistan also revealed that students' parents preferred to send their children to private schools rather than state schools [20]. This reason is motivated by factors such as household socio-economic status, level of school accessibility, school costs, parents' perception of school quality, and their perception of job opportunities available in the area. Parents with a high level of opinion prefer to send their children to private schools because of the quality and adequate infrastructure. This research also reveals one of the obstacles faced by state schools due to the lack of funds for learning facilities.

Research regarding comparative studies that have been conducted in India reveals that the quality of education in private schools or universities is better than in public schools or universities [21]. This research reveals the reason is that private schools provide the latest methods, technology learning media, and teaching materials when teaching students. Apart from that, in private schools, there is more encouragement to encourage teachers to improve their professionalism with the qualifications and knowledge they have. This is following the results of interviews with teachers and school principals that teachers in private elementary schools have stronger internal motivation in providing quality learning. This is because parents have given their trust and higher education costs to their children who study at private elementary schools. Previous research revealed that the difference in management of School Operational Costs (BOS) in public and private elementary schools lies in the priority of their use [22]. The research revealed that 20% of BOS funds in state schools are spent on purchasing books and 15% for salaries or honorariums for teachers and school employees, and the other is for the budget according to the School Activity and Budget Plan (RKAS) which is adjusted to the School Work Plan (RKS). Meanwhile, for private schools, teacher honorarium payments can be funded by BOS funds up to 50%. These differences will certainly have an impact on teacher motivation and management in carrying out their duties at school.

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5. Conclusion

Based on the results and discussions that have been carried out, it can be concluded that the implementation of educational management in private elementary schools is better than in public elementary schools. This is influenced by the budget, teacher motivation, existing facilities, and infrastructure at the school. Each public and private elementary school experiences obstacles in implementing educational management in schools. These obstacles include inadequate costs and facilities, unsustainable implementation of supervision, monitoring, and program follow-up. The results of this research can be a benchmark for educational management in schools and can be used as a study to improve the implementation of management in elementary schools.

Acknowledgment

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MENTORING OF CULINARY BUSINESS MANAGEMENT IN THE COMMUNITY IN KRAPYAK HAMLET

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Abstract

Each region certainly has traditional snacks that reflect the identity and cultural characteristics of a particular region. Likewise, the Krapyak Hamlet Community has typical snacks as products that have the potential to bring economic benefits. This is because traditional snacks are not only to meet the needs of the local community but also to meet the needs of tourists while in the destination and as souvenirs. But unfortunately, the traditional culinary business actors in Krapyak Hamlet have not realized the potential of their products. They only run their business simply without planning their product development. Whereas they are faced with capital constraints, product development and marketing which can actually be minimized if business people have business planning concerning marketing, capital, manufacturing and human resources. Therefore, this community service activity tries to provide assistance to the culinary business managers of Krapyak Hamlet to create a business management that can be useful in future business development. The training resulted in four findings. First, the PPM activities can run well and smoothly and the participants' assessment of the PPM implementation is also very good. Second, the participants experienced an increased understanding of business management. Third, the motivation and enthusiasm to take part in the training was very high because the responses given by the participants were very active during the training and mentoring process. Fourth, the service participants felt happy and satisfied with this service activity and hoped that similar activities could continue to be carried out in the future.

Keywords: Culinary business, business management, Krapyak Hamlet

1. Introduction

Krapyak is a hamlet located in Margo Agung Village, Seyegan District, Sleman Regency, Yogyakarta Special Region Province. In terms of layout, Krapyak is very strategic, not only that the field of business that is found there is a supplier of raw materials for making various snacks in umkm businesses such as tofu and home industry production of processed tofu. The culinary business in Krapyak Hamlet is mostly occupied by the home industry, which is generally managed by housewives. This business is in great demand by housewives because this business does not require large capital and is also an implementation of the passion for cooking. Generally, housewives start this business just to try to help finance household needs. Most of these culinary businesses are still run very simply so that there is no planning in running the business. There are still many business people who have not thought about expanding their business (Winarno, 2013). In fact, if this business is better cultivated, it will not only increase household income but also regional development.

Culinary business in Krapyak Hamlet is one of the industries that can support the increase of These obstacles can actually be minimized if business people have a business plan that can provide direction in accordance with business goals. Therefore, the Pengabdi Team of Yogyakarta State University held a program that aims to help business people develop their business by conducting community service activities in the form of business management assistance in Krapyak Hamlet.community income. But unfortunately the business people have not realized the potential of their products. The business actors experience several obstacles, especially in terms of capital, product development and marketing (Hendra Hendra, 2022).

Business management is a process to help organize activities that describe all relevant elements and elements both internal and external regarding the entire business established to start a business that contains integrated planning regarding marketing, capital, manufacturing and human resources (Yulinartati and G, 2021). Business management has benefits from the internal side of the entrepreneur and also investors. Business management certainly has benefits in business development. Business actors can take advantage of business management to be able to introspect their business more deeply from all aspects contained in it (Ekoputro and Nugroho, 2020).

Thus, business actors are able to analyze competition, economics and finance to further determine strategies in order to achieve the expected results. Policies from business management can also help business actors to get capital assistance. Starting in 2022, Krapyak Village became one of the villages developed into a tourist village named Kampung Emas. Until now, in preparation to become Kampung Emas, many activities have been carried

out which include 9 programs, namely education blessings, art blessings, mino blessings, ungas blessings, tofu blessings, vegetables, fruit blessings, olahraga blessings, and culinary blessings. All programs have been and are in the works, construction of road facilities and infrastructure, buildings, game facilities, and so on.

In this community service, the team took one of the programs, namely the blessing culinary program. In the blessing culinary program, assistance has begun in improving product quality, namely processing tofu and tofu waste. The development plan of this program will be developed by establishing an angkringan business, café, and souvenir center as a means of developing Kampung Emas as a tourist village. However, until now the management has not been optimized due to the low ability of residents in business management, low entrepreneurial mindset, and low entrepreneurial motivation.

Therefore, this community service activity tries to provide assistance to culinary business actors to create business management that can be useful in future business development (Mudjiarto, & Sugiharto, 2015). In this PKM activity, in the initial step, culinary business actors will be given training to foster entrepreneurial motivation and mindset, marketing strategies, develop business development plans from management, production, and financial aspects. The results of this activity are expected that culinary business actors are able to produce a strategy that can improve their business performance and can maximize profits and minimize risks while running a business so as to achieve equitable village economic growth.

2. Method

This service activity consists of three stages, including the following: **The first**, Preparation activities carried out in the preparation stage are obtaining PPM permits to the Head of Krapyak Hamlet. In the initial stage, the community service activity team conducted an investigation by interviewing business people about the current condition of their business. From the results of the interview, it is known that most of the business actors started from trying to sell to fulfill their household needs. They only run a makeshift business and have no plans for the future. For this reason, at the initial stage the PKM implementation team explained the benefits of business management for culinary business owners. At this meeting, it was explained what the components of business management were and an explanation of each component.

The second stage is the implementation of activities, namely assistance in managing culinary businesses to increase community income so as to achieve equitable village growth. More intense assistance in business management for each business actor so that a strategy can be implemented. Business actors and the community service team exchanged information and discussed several strategies that would be carried out in managing the culinary business. Some of the PKM activities that will be carried out include: Training related to growing the motivation and mindset of business entrepreneurs in the community who will manage businesses in Krapyak Hamlet, Business Strategy to determine long-term goals through the application of actions that need to be taken to achieve business goals. SWOT analysis and competitive analysis are used as a guide in considering the establishment of business strategies, Marketing Aspects The marketing mindset that will be used to achieve business objectives consisting of 6 aspects, namely: target market, customer motivation to buy, market size and trends, promotion, pricing and distribution channels, Organizational and Management Aspects, namely the organization of activities on the job so as to achieve the business objectives that have been set, Product Packaging Aspects, namely training related to how to package good products, so that they are attractive, Financial aspects, namely financial estimates that can inform about the financial condition and results that have been achieved in a certain period, After the training, the next step is for the target group to implement all aspects of the training, In the implementation in the field, assistance and observation are carried out, to find out the obstacles faced, then discussed to formulate future improvement strategies.

The third stage is evaluation, after the activity is completed, a reflection on the mentoring activity is held. From here it will be known which material is useful and operational and other material input is needed if there is a next activity. In this PKM activity, in the initial step, culinary business actors will be given training to foster entrepreneurial motivation and mindset, marketing strategies, develop business development plans from management, production, and financial aspects. The results of this activity are expected that culinary business actors are able to produce a strategy that can improve their business performance and can maximize profits and minimize risks while running a business so as to achieve equitable village economic growth.

3. Results

In general, the implementation of this community service activity went smoothly. Starting with the determination of the topic of PPM activities, preliminary surveys to find out the needs of Krapyak hamlet residents, from the process of implementing community service activities, mentoring to the process of preparing reports. Based on the results of training and mentoring with participants and participant satisfaction questionnaires, it can be concluded that participants experienced an increase in understanding related to culinary

business management so as to increase community income. In addition, participants were very satisfied with the training activities held in Krapyak Hamlet.

The participants' satisfaction can be seen from their activeness during the training and mentoring. This is based on the participants' awareness of the importance of business management to develop the business that has been pioneered. The figure above shows that 57% are very satisfied with this training. The achievement of the target number of participants can be seen from the number of training participants. In this service activity, the number of participants was 30 people. During the process of implementing this training, it was in accordance with the expected target. The material delivery process was carried out using two methods, namely lectures and practices related to product packaging and financial management with cash registers. The delivery of material was carried out by five resource persons according to their competence. The initial material provided starts from the mindset and motivation for entrepreneurship. Each material provided not only uses the lecture method but also demonstrates related to product packaging to make it attractive and how to input to obtain profits through the cash register application. Mentoring is carried out by the service team once a month for three months. In general, the training activities have gone well, as seen from the enthusiasm and positive responses from the participants.

The results of the Participant Satisfaction Questionnaire ranging from satisfaction with resource persons, training facilities, training organization, training materials, and good follow-up provide a very good average assessment.

Figure 1. Participant Satisfaction

Figure 2. The implementation of PKM in Krapyak Hamlet

4. Discussion

According to the participants, the mastery of the material from the five resource persons in delivering the training material was very good. It is evident that the participants also gave opinions only in the very good and good categories in this regard. All five materials were delivered in an interesting manner so as to get a positive response from the participants. The participants considered that the training theme provided by the Pengabdi Team

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was very good and very much needed at this time. The training provided can be directly applied in the daily lives of participants in increasing the sales of their products. The participants considered that the service from the service team was very good. Starting from the provision of training rooms, consumption and services in responding to questions from participants.The participants assessed that the service team's readiness to follow up on the training activities was very good. Follow-up is carried out in conjunction with mentoring activities that are scheduled regularly once a month with a whatsapp group to facilitate coordination and communication with participants.

During this training activity there were several things that supported and hindered the activity. These came from both inside and outside. Things that supported this training activity include:

The first, The high awareness of the community regarding the importance of this training activity with the participation of participants as expected. The Second, The enthusiasm of the participants in participating in the training. The Third Ease in initiating cooperation, communication and conditioning of participants so that PKM activities can be carried out smoothly. Things that hinder this training activity include: the first Difficult schedule adjustment with partners . The second Limited equipment so that the tools provided must be used alternately so that participants are able to operate them. The solution to overcome these inhibiting factors is that the monitoring process will be carried out three times. Through this assistance, not only see the extent of the increase in sales turnover so as to increase the income of the community.

In accordance with the community service activities that have been carried out, the following conclusions can be drawn: The first, This PPM activity was carried out in Krapyak Hamlet providing training and mentoring materials on business management in culinary pioneering. The second The method of implementing activities uses a variety of methods ranging from theoretical exposure to the most factual aspects at this time such as starting from building motivation and entrepreneurial mindset, demonstrating product packaging techniques and managing finances effectively and efficiently. Third, With the existence of this training activity, it is able to increase residents in developing businesses so as to increase community income.

Acknowledgement

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TAXING ARTIFICIAL INTELLIGENCE: STUDY IN INDONESIA'S MANUFACTURE FIRMS

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Abstract

As a response, this paper uses a model based on artificial intelligence (AI), to find out the factors that approach tax compliance. This research investigates the trends and dynamics of tax compliance with digital optimization using bibliometric techniques. Manufacturing company tax compliance has been gaining momentum in line with business sustainability goals. This involves digitization efforts that offer practical benefits, particularly in mitigating the adverse effects of reduced public compliance. This study explores various aspects of tax optimization research based on AI publication trends, and the number of thematic publications. This study highlights the importance of artificial intelligence in overcoming business challenges, driving innovation and driving growth in tax compliance. This research aims to provide insight into the direction of tax and AI research, facilitate future research directions, and contribute to advancing the practice of optimizing strategy for policy makers such as the Directorate General of Taxes.

Keywords: Corporate Taxpayers, Tax Compliance, Taxpaying Behaviour, Artificial Intelligence, and Business

1.   Introduction

Taxation is essential for a nation to meet its objectives for sustainable development (Bird, 2010). Infrastructure, maintaining economic growth, and eradicating poverty are just a few development initiatives that employ tax revenue. However, in many countries, tax revenue mobilization remains significantly below the levels required to support sustainable development objectives 15% of GDP is an often-quoted yearly target (Prichard et al., 2019). Due to the complexity of tax and the time and resources needed to monitor and examine the tax returns of both individuals and firms, tax noncompliance is challenging to detect and consider. One of the most important goals of tax authorities worldwide is to quantify and identify taxing behavior (Pérez López et al., 2019). In this sense, the way tax authorities handle and evaluate the data at their disposal may be improved by big data and advanced analytics (Brondolo et al., 2022). Big data and sophisticated analytics might help tax authorities extract actionable insights from the information they already have while also supplying them with new tools to strengthen enforcement and discover tax fraud, evasion, and avoidance (Dom et al., 2022).

Revenue bodies must be aware of the potential for a fresh wave of 'innovative technologies' to reshape tax administration (Asian Development Bank [ADB], 2022). These technologies are gaining popularity in an increasing number of revenue bodies worldwide. Among these is artificial intelligence (AI) (ADB, 2022).1 In recent years, AI has evolved into a technology that enables the administration of massive datasets and the application of algorithms that, despite their complicated structure, provide results that can be comprehended (Pérez López et al., 2019).

Two tasks performed by the tax authorities that may be accomplished using AI are tax audits and tax collecting (Huang, 2018). This can be accomplished by the utilization of work automation using computer-controlled tools and the use of AI. Several approaches may adopt AI to enhance services for tech-savvy taxpayers. Additionally, applying AI in taxes might help tax authorities analyze risks and spot unusual commercial practices (Wang & Wang, 2020).

Thus, the development of new analytical tools has dramatically improved the efficiency and efficacy of tax administration, such as the enhanced identification of potential non-compliance via better risk assessment modeling and employing advanced analytical approaches (Organisation for Economic Co-operation and Development [OECD], 2020a). Big data and neural networks are often linked. This is due to the common association of neural networks with challenging or impractical modeling tasks that cannot be accomplished by other kinds of models (Cook, 2020). Therefore, this paper aims to contribute through the analysis of bibliometric
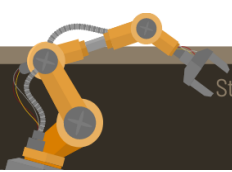
techniques regarding the identification of tax avoidance by measuring the tendency of taxpayers with artificial intelligence.

The Important Of Taxing Artificial Intelligence

 In the last ten years, ANNs have become a powerful and important class of machine learning technologies (Cook, 2020). It is a non-parametric modeling tool that can perform the mapping of complex functions with sufficient accuracy (Zhang et al., 1999). ANN is widely used in cross-disciplinary research and tasks. For example, in finance, Sánchez-Serrano et al. (2020) used the ANN approach to create a predictive model of special audit opinion for consolidated financial statements.

AI approaches in finance are starting to be widely used, considering that behavior is often non-linear and full of uncertainty (Bahrammirzaee, 2010). In the field of education, for example, Aryadoust and Baghaei (2016) examine the relationship between reading ability, lexical knowledge, and grammar of a group of students who use English as a foreign language. Several studies built on AI in the form of harmony search optimization algorithms, support vector machines, genetic algorithms, decision trees, logistic regressions, and neural networks to discover tax evasion behavior (González & Velásquez, 2013; Goumagias et al., 2012; Lin et al., 2012; Rahimikia et al. 2017; Warner et al., 2015). Specifically, the ANN approach has been applied in various tax studies across jurisdictions (Chen et al., 2011; Jang, 2019; Jupri & Sarno, 2018; Lin et al., 176 Arifin Rosid/Artificial Neural Networks. (2023) 174-204 2012; Pérez López et al., 2019; Rahimikia et al., 2017).

For instance, Lin et al. (2012) used an AI approach to detect tax evasion in Taiwan. In Chile, González and Velásquez (2013) used decision trees, neural networks, and Bayesian networks to spot fraud tendencies for audited taxpayers. Rahimikia et al. (2017) combined multilayer perceptron neural networks with various classification algorithms to identify corporate tax evasion in Iran. Pérez López et al. (2019) contribute to identifying tax fraud for personal income tax returns in Spain by using ANN as an advanced prediction technique with an efficiency rate of 84.3%.

However, to the best of the author's knowledge, no empirical studies have used the ANN approach to predict the taxpaying behavior of firms in Indonesia. As Saragih et al. (2022) argue, the potential advantage of an AI application for modernizing Indonesia's tax administration system is that it would facilitate enforcement by including AI in tax audits to monitor taxpayers and in tax services to enhance the effectiveness of the tax authority. Subsequently, this paper is the first to exploit how neural network algorithms can be adopted to predict Indonesian firms' taxpaying behavior and identify their significant predictors. In doing so, this study compared four different groups based on the size of firms' annual turnover.

The results are very encouraging. This study supports the notion that AI approaches are superior to conventional statistical methods for addressing various issues, particularly those involving non-linear patterns (see, for example, Aryadoust & Baghaei, 2016; Bahrammirzaee, 2010; Chen et al., 2011; Lin et al., 2012; Sánchez-Serrano et al., 2020).

The implementation of AI also allows this study to identify heterogeneous channels responsible for firms' taxpaying behavior across groups. As Brondolo et al. (2022) posit, particularly in establishing a compliance risk management strategy, with supervised machine learning, the algorithm may reveal complex data patterns associated with successful case outcomes while emphasizing those that were not. The findings would be of benefit since the Directorate General of Taxes (DGT) has not yet incorporated AI in its operations (ADB, 2022). In other words, this confirms the important role of artificial intelligence in the taxation aspect, especially for manufacturing.

The Tax Issues In The Manufacturing Industry

The manufacturing sector is given special attention by the government because it is Indonesia's largest tax contributor to date, besides that, despite the Covid 19 pandemic, this industry is still the focus of the national economy. A large contribution to gross domestic product is reported (BPS, 2020), Rp. 3.119 trillion or 19.62% of gross domestic product. Semester 1 2019, the manufacturing sector contributed up to 20.07% which was the 5th in the G20 countries. The comparison is in 2018, which grew only 3.80% but previously it was 4.27% (BPS, 2020). In the last two years and will hamper the pace of the national economy, there has been a contraction in the national manufacturing sector, so it is deemed necessary to receive incentives.

As a form of incentive, the Government provides a stimulus package in the manufacturing sector which is stated in the Ministry of Finance Regulation (PMK) No.23/PMK.03/2020 concerning Tax Incentives for Taxpayers who are affected by the CoronaVirus Pandemic and has been official since April 1, 2020. Incentives
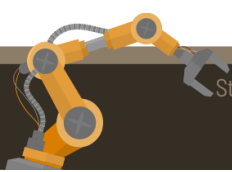
Tax is one of the Government's efforts to deal with Covid-19 which is financed by the 2020 State Budget with an allocation of Rp. 22.9 trillion, except for social safety nets, national economic recovery programs, and medical aids (Kompas, 2020). Fabrication is expected to benefit from the manufacturing sector tax stimulus to employers and workers.

The importance of this industry in contributing to taxes, of course, the incentive support is still lacking. They need services that make it easier for them to do their tax affairs so that they remain tax compliant and even increase. The AI-based tax service improvement strategy for this industry needs to cover all stages of its business processes that are indicated by the potential for tax debt, such as purchasing, selling, processing, etc. Previous literature has discussed a lot of AI used in the manufacturing process and design of manufacturing companies. Simplify and optimize processes so as to minimize costs, detect excess raw materials, and maximize profits.

However, behind the benefits of AI in the manufacturing industry which is considered to be able to help managers map tax risks, simplify tax reporting, and even detect potential tax errors, in practice tax fraud cases occur in manufacturing companies. The amount of tax from the company's operations has the potential to be an abuse of authority that benefits certain parties. Good supervision from owners, government, auditors, and other parties with an interest in tax issues is very much needed.

Apart from studying the role of artificiality in taxation, this study also provides information on the extent to which previous research is interested in this topic from reputable sources. This study classifies documents that discuss current IA issues, especially in taxation. From the document mapping that was found, the majority were articles, 82.30%; followed by Book Chapter as much as 9.25%; then Conference Paper as much as 4.70%; and in the form of a short pilot study of 3.75%. The dominance of this article is because the research focuses on publications that are deemed appropriate to the needs of this research, so they are considered valid by considering the quality of the references used. The book chapters referred to by references have also been published in reputable publishers. Scopus and WOS-indexed international conferences are a top priority in the search, then complemented by pilot studies at the advanced research level such as theses and dissertations.
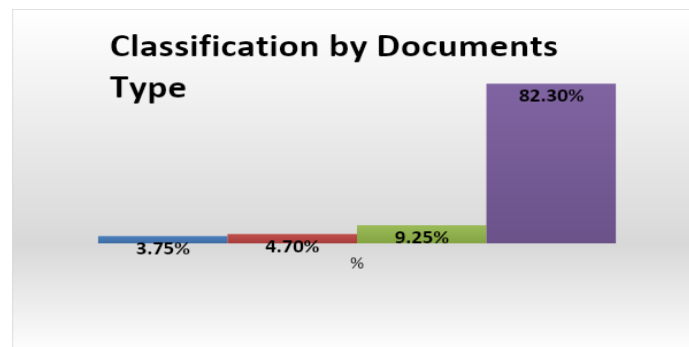
Picture 1. Documents Classification of Taxing Artificial Intelligence
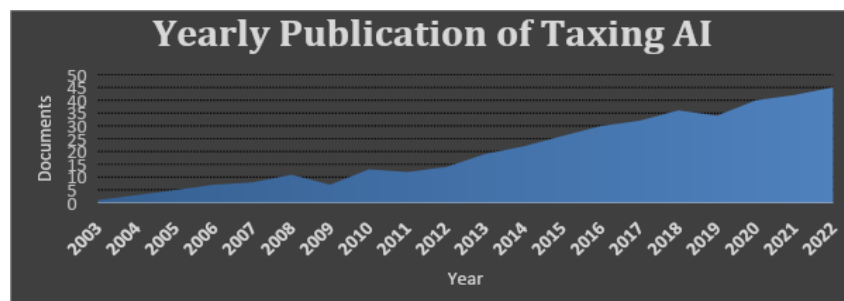
Picture 2. Taxing Artificial Intelligence Publication Growth

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Observing the trend of publication of this topic every year, it has relatively increased from 2003 to 2022. However, it has decreased in 2009, 2011 and 2019. Apart from those years, it appears from the data that there has been an increase, although relatively small, but growing. Interest from researchers in this issue is getting higher, indicating that AI is indeed inseparable from strategic aspects, especially taxation issues which also discuss complicated and time-consuming tax operations. Due to the disruption in business caused by the last pandemic, many companies have turned to AI to automate taxation processes, among other things, to increase efficiency. AI has helped businesses manage their tax operations by streamlining processes, reducing errors, and providing real-time insight into tax compliance. As a result, more and more tax professionals are turning to AI to enhance their skills and effectively manage general tax operations. These transformative AI capabilities apply across the entire tax cycle from planning to compliance, reporting, and controversy.

2. Conclusion

The majority of the literature discussions focus on optimizing AI in taxation as the way to service tax payers is guaranteed. However, there are several findings regarding the importance of supervision which is the main key to success. It could be due to design failure or precisely because the data openness factor creates a risk of major data leaks if not maintained, especially in manufacturing companies. Smart taxation has become an important development trend in future tax collection and management. We must face the changes brought by artificial intelligence technology in tax management, continue to explore technology, continue to develop application areas, and apply intelligent technology to more tax services and tax management, including in terms of mitigating the risk of tax audits that can occur on a large scale. companies such as manufacturing. Discussions on this issue are increasing from year to year indicating a push for the expansion of AI in all fields including strategic factors such as taxation in manufacturing. With AI, we can encourage work efficiency that prioritizes the practical side. However, articles still dominate the discussion of tax and AI issues, so book chapters and other publications still open up a lot of space for observers' opinions to be more comprehensive.

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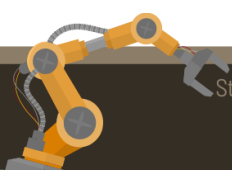
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TRADITIONAL ARTS AND THE CHALLENGES OF TOURISM INDUSTRY IN SENDANGSARI VILLAGE, PENGASIH, KULON PROGO

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Abstract

The living and evolving traditional arts in village communities are valuable assets that can be leveraged to boost the income of the local population. The objectives of fostering these traditional arts encompass preservation, guidance, advancement, and harnessing these arts as a resource for the benefit of community members. To achieve this objective, it is essential to adopt strategies or methods that include the development of package tourism of the performing arts. This involves creating programs that are succinct, rich in content, varied, free from ritual elements, authentic in their representation, and affordable. The expectation is that traditional arts will become a magnet for attracting tourists to a region. Thus, the prominence of traditional arts is anticipated to be enhanced through the regeneration process of its practitioners.

Keywords: traditional Arts, challenges, tourism industry

1. Introduction

Traditional Arts

Traditional arts are artistic elements that form an integral part of the life of a community within a specific ethnic group. The term "traditional" refers to actions and behaviors that naturally arise from the needs of ancestors. Due to its inherent connection with community life, traditional arts must remain relevant. To maintain this relevance, steps towards preservation are necessary to ensure that traditional arts do not fade away.

The wealth of traditional arts in a region is highly diverse in type and form. There are several categories of traditional arts that continue to thrive and develop, such as *Sholawatan*, *Kuda Kepang*, and traditional *dramatari*. From the classification of these artistic types, they can still be further developed into specific and unique forms. For example, within *Sholawatan*, there are distinct arts like *Badui, Peksimoi, Angguk, Rodat,* and so forth. For *Kuda Kepang*, there are forms like *Jathilan, Oglek, Incling*, and others. All these varieties represent the richness of traditional arts that grow and flourish in village areas.

Almost every village area has these kinds of arts, but the variations in form differ from one another. One village that boasts a wealth of traditional art is Sendangsari. This area, located in Kapanewon Pengasih, is home to a unique range of traditional cultural arts that continue to thrive and develop to this day. Nevertheless, efforts are still needed for development and preservation so that these living arts can continue to flourish, ensuring their sustainability. This requires strategies to maintain the community's interest, especially among the younger generation, to preserve its continuity.

The Phenomenon of Tourism Industry

Efforts to advance a village with cultural status require strategies to harness the potential of the region in various fields, including through the potential of traditional arts. The challenge of the current global era will undoubtedly lead to the emergence of a global village that places all human activities within reach of the global population. One such product of globalization is tourism, facilitating the mobility of people and cultures, particularly the interaction between humans and cultures driven by the development of the tourism industry as part of a global lifestyle. According to John Naisbitt and Patricia Aburdene, there is a developing trend towards a common international lifestyle, as well as a countertrend of deeper cultural nationalism and language. These trends are not contradictory but are deeply interconnected, as quoted:

(Back translated to English) "The more homogeneous our lifestyle becomes, the more firmly we will rely on deeper values – religion, language, art, and literature. As our external world grows more similar, we will increasingly value traditions that blossom from within." (Naisbitt and Aburdene, 1987: 108)

Global Influence on Traditional Arts

In the era of globalization, which simultaneously brings market interests to the forefront, traditional artists are challenged to meet the demands of society. Traditional artisans, who create artistic items, usually serve their community for sacred ceremonies and other activities related to traditional practices. The artistic products they create still possess high artistic value. However, knowing the influx of visitors and orders from traders, these artisan artists have begun to shift their focus to meet consumer demands. Consequently, art products emerge that

are no longer based on the ideas and tastes of traditional artists but are solely produced to fulfill the mass-scale demands of customers. The artists' preferences are adjusted to consumer demands. As a result, as many art items as possible are produced in minimized forms, with the aim of making them affordable and easily transportable, without considering the quality of the art pieces. This leads to a cultural transformation where the creation of these art items represents a mode of consumption, meaning they are made to satisfy buyer consumption. These traditional items can be found in shops or roadside stands, easily accessible to buyers, including items like *keris* (daggers), swords, masks, wayang (shadow puppets), *kuda kepang*, and so on. Strangely, these traditional items sell quickly, a result of the increased human interaction in the era of globalization supported by modern communication technology.

In reality, with the absence of boundaries, the flow of globalization from other countries easily enters our nation, more so than the reverse. Within the system of globalization, our world appears to be unified, but in reality, each nation or country cannot equally give or receive information. It seems that developed countries are more dominant in in disseminating information to developing countries than the reverse.

It is evident that societies around the world are participating in adapting to the cultural currents brought by globalization, rather than globalization adapting to local societal patterns. Abdullah (1995: 1) states that global culture is characterized by the integration of local cultures into a global framework.

Globalization is built upon social interactions that involve the socio-cultural values of individuals or groups crossing their communication boundaries to interact with other entities (Rahmawati, 2010: 110). This includes the correlation between fields affected by globalization. One area that relates to the phenomenon of traditional arts is, of course, cultural globalization, which operates through the expansion and flow of cultural currents across various parts of the world.

In fact, the flow of globalization is accompanied by the factor of capitalism, which exploits domestic resources. The movement of capitalism itself is supported by industrialism, which in turn gives birth to consumerism. Capitalism, for example, is an ideology with enormous power that has influenced the economic life process around the world to this day. In this concept, an individual is free to earn income/profit as much as possible, without being bound by specific regulations. Milton H Spencer (Minardi, 1986:33) states that capitalism is an economic organizational system characterized by private ownership of the means of production and distribution and their utilization for profit, accumulation of capital, and extensive stock investments. Those with capital or wealth naturally control everything. In addition, the economic system adopted is capitalist, integrated into the development of the global economy and interdependence, and integrated into the international communication and information system (Andre Harjana, 1991: 410). One effort to increase economic income can be done through tourism programs. Through these tourism programs, we can feel the impact on the development of arts and culture in various regions.

The Intersection of Tourism and Cultural Arts

Art tourism is a direct product of the tourism industry, born and shaped by the needs of the tourist community when they visit a destination, hoping to witness the uniqueness and beauty of its tourist attractions. According to J. Maquet, such packaged forms can be described as art by metamorphosis (art that has undergone a transformation), or art of acculturation, or pseudo-traditional art, or tourist art. This means that adaptations to the tastes and needs of tourists will be specially created and presented to them as a 'tourist community'. This aligns with Adolph S. Tomars' view on the relationship between class or community systems and the style of art that develops within a class or community (Soedarsono, 1999: 13). Therefore, the style of art that is created is an individual and collective expression as a manifestation of local artistry. When tourist art as a form of local wisdom is aimed at the creative economic interests of the community, it can become a means to foster the creative industry.
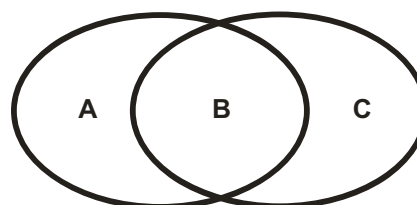
A: Performing Arts
B: Package Tourism of Performing Arts
C: Tourism
Figure 1. Diagram of Tourist Art from Adolph S. Tomars.

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Tourist art packaging, as a means to foster the creative industry, certainly needs to be accompanied by appropriate and professional management strategies, including developing a marketing system to shape public opinion. Tourism planning and strategy requires a strategy to build the image of tourist objects and destinations. To achieve this goal, it is necessary to create a work design in the form of a tourism model as spatial mobility, encompassing three aspects: attractions, services, and transportation, all of which constitute the tourism potential for a region. For tourism to become a reality, activities that actualize tourist travel are necessary. Economically, this means that the tourism product must be presented to potential tourists so that they decide to purchase the tourism product and actually make the purchase. All these activities are called tourism marketing (Soekadijo, 1997: 28). No matter how well a cultural tourist attraction is presented to tourists, without a good marketing system, the performance may only be attended by a few spectators, which also means minimal income from ticket sales.

The Potentials of Traditional Arts in Sendangsari

One of the prominent art icons in Sendangsari village is Jathilan. Jathilan in this village has grown and developed among adults. To attract children and teenagers, a new variant of Jathilan was introduced, showcasing a story in line with the village's history, namely Jathilan Sunan Geseng. This Jathilan is specially packaged to appeal to teenagers and will eventually become a unique main attraction of Sendangsari village for tourism.

The effort involves packaging Jathilan by shortening the performance time, in accordance with the principles of tourism. The influence of tourism on the life of traditional arts can be categorized into negative and positive impacts (Sutiyono, 1991: 109). The negative impact indicates profanation, commercialization, and contamination of traditional values, while the positive impact shows that the tourism industry can revive almost extinct traditional arts and make artists more creative.

Consequently, Jathilan art in Sendangsari will enter a new phase where it must adapt to market tastes. If the current market is contextual with its target, namely the young rural generation who are fans of performance arts like Dangdut and Campursari music, then in Jathilan performances, these music genres also play a role, leading to the displacement of old songs. Specifically in Sendangsari, Krumpyung music, made entirely from bamboo, is used, distinguishing Jathilan Sunan Geseng from other Jathilan in the Kulon Progo region.

The flexibility of Jathilan performances in embracing new elements is clearly inseparable from the presence of ICT (information, communication, technology) as part of the global impact. After being influenced globally, traditional arts are considered advanced on one hand, but on the other hand, they have brought about a vulgarization of taste. This is due to various aspects including audience polarization, community disruption, mockery of the arts, and rejection of morality (Blakley, 2001).

According to Soedarsono, for the purpose of tourist performance arts in developing countries, there are five main characteristics: (1) imitation of the original; (2) short or compact or mini form of the original; (3) full of variation; (4) stripped of sacred, magical, and symbolic values; (5) affordable (Soedarsono,1999: 3). The imitation interpretation means that the packaging is based on the authenticity of the art as a form of local wisdom called traditional art. This traditional art lives and develops in harmony with the communal spirit of its supporting community, so it is not surprising that it requires a long performance time. Therefore, to meet the limited time needs of tourists, the format of the artistic work is packaged in a concise and dense manner. To make the packaging unique and attractive, various variations of dance movements, dialogues, accompaniments, and other supporting elements such as makeup-costume, stage design, sound, and lighting are needed, without sacrificing the identity of that local wisdom. The entertainment function of tourist art allows its performances to be stripped of sacred, magical, and symbolic values. Considering that tourist performance arts are widely watched by tourists, they must be affordably priced according to the logic of tourist capability. The overall presentation in kitsch art must have artistic qualifications that are suitable for sale, that is, the art packaging must be carefully crafted, innovative, glamorous, and spectacular (Kayam, 1983: 131).

The Role of Traditional Arts

While Jathilan art in Sendangsari is engaged with the trends of globalization, it also challenges these trends. As a traditional Javanese art still cherished by rural communities, it bravely confronts the influences of globalization. This means maintaining old elements that have been firmly upheld until now. Currently, there is a repositioning of Jathilan performances in the global era, showing resistance by steadfastly presenting in its original form.

This also means being influenced by globalization, as many critical tourists (smart tourists) inquire about the background and authenticity of traditional arts. They believe that their visit to Indonesia is not to see imitation arts or performances mixed with new elements that remain harmonious with the original music. This is evidence

that an artist expresses his feelings consistently, unlike a politician who changes direction or a baby who alternates between laughter and tears. The artist formulates aspects of a reality that are difficult to comprehend, usually something unformed and chaotic, making objectification from the objective realm (Langer, 2006: 29).

Similarly, in facing the currents of globalization, Jathilan does not easily erode. Traditional Jathilan art must be able to reorient itself to its roots, embodying the steadfast nature of Jathilan that does not waver, and suddenly lose its noble values with time. Returning to the roots does not mean being rigid or narrow-minded in facing globalization. It represents a confident Jathilan art, assured in the values it holds, which has for years been a cultural support in various villages, including Sendangsari.

On this basis, it is suggested that traditional arts in rural areas, with hundreds of groups, undoubtedly possess local wisdom and local genius. However, these values have not been extensively explored. Now, it is evident that many aspects of our local culture are being destroyed with the influx of global culture. Therefore, if deemed necessary, especially to counteract global culture, the noble values in traditional Jathilan art can be brought to the forefront.

The development of traditional arts as a tourist attraction heavily depends on the quality of the artists and the management system of the tourist performance arts. The business opportunity of traditional performances as unique and appealing tourist art packaging must adhere to the authenticity of the art genre. This is crucial for developing the concept of art packaging characteristics and the concept of kitsch art into actual, unique, and original forms of tourist performance art packaging that can compete in global tourism.

As a tourist village, Sendangsari needs to seek support for potential beyond performances, integrating outside support to make tourist packaging more meaningful. This includes productive community efforts like offering souvenirs, courses in souvenir-making, traditional music, traditional dance, etc. In short, providing various tourism facilities to ensure tourist satisfaction and memorable experiences. These supporting activities can increase the duration of tourist stays, thus enhancing the local economy. Involvement of travel agency businesses in investing in tourist performances could structurally increase tourist numbers by promoting and bringing tourists to watch shows in the tourist village as part of a structured tour package offered and sold by the travel agencies.

2. Conclusion

The development and management of art tourism, especially tourist attractions, heavily depend on the quality of artists and the management system of tourist art performances. The business potential of traditional performances as unique and attractive tourist art packaging must adhere to the original values of the art form. Support beyond the performance packaging becomes more meaningful, particularly with various productive community endeavors like souvenir availability, courses in souvenir-making, traditional music, and dance.

This issue is of concern, given the cultural heritage of Jathilan, which contains significant social values that need to be reasserted in this era of globalization that often drives consumption and individualism. Faced with such realities, traditional arts like Jathilan need to organize themselves to not just blend into or submit to globalization but to return to their "original" state, with the aim of preserving the noble values in Jathilan for the education of young people, especially in sustaining the art of Jathilan.

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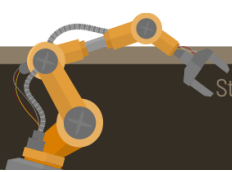
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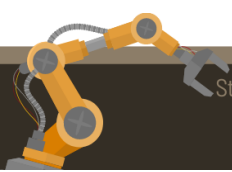
JAVANESE PHILOSOPHY OF LIFE IN LAKON BANJARAN RAHWANA BY KI TIMBUL HADIPRAYITNO

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Abstract

This study was aimed at describing the Javanese philosophy of life in Lakon Banjaran Rahwana by Ki Timbul Hadiprayitno, namely the Javanese view of life in the relationship between humans and themselves, humans and their natural and social environments, and the relationship between humans and their God. This research is descriptive qualitative research. The data were the story in the wayang kulit Lakon Banjaran Rahwana by Ki Timbul Hadiprayitno. This research analyzed the actions carried out by the characters and the messages related to the Javanese philosophy of life. The actors are Rahwana and figures related to Ravana's life. Ravana in Wayang Purwa is an antagonist whose character cannot be imitated; on the contrary, his character can become a "pepali," which is not by the Javanese way of life. Characters other than Ravana can be categorized into two groups: antagonists who help Ravana and protagonists whose characters conflict with Ravana. All the character traits of the characters with all their backgrounds in the play and with all their messages, both directly and indirectly, are part of what was studied in this research. The data were analyzed using Gadamer's hermeneutic approach, which emphasizes interpretation by merging past and present horizons. It means that the interpretation continues to use the discourse that has developed in society regarding wayang plays and is interpreted with the current horizon by researchers. The current horizon was formed by the accumulation of the past (Muzir, 2019, p. 30). The conclusions were inductive, through generalization, analogy, and causality concerning the Javanese philosophy of life in Lakon Banjaran Rahwana.

Keywords: Banjaran Rahwana, Ki Timbul Hadiprayitno, Javanese philosophy of life

1.   Introduction

Wayang stories are one of the objects of study that tell a lot about human life with all its messages. Lakon Banjaran Ravana tells the biography of Ravana. In this play, the story of Ravana is told from birth to death. Ravana, the main character in Wayang Purwa from the Ramayana story, plays the evil character as the antagonist. This story can teach Javanese people not to emulate Ravana's character. In this play, Ravana, known as the angry king, is always filled with selfishness and arrogance in his thinking, as if the world must submit to his grasp. Ravana's act of kidnapping and retaining Sinta, the consort of Prabu Ramawijaya, was a significant crime. It caused him to lose his brother and country through the war against Prabu Rama and his soldiers.

Ravana's death is described as an imperfect death, so Ravana's spirit remains an angry, evil spirit that always disturbs the world. These parts are parts that reflect the Javanese philosophy of life. Ki Timbul said that there had been signs of Ravana's evil character since Ravana was born. It can be related to the Javanese socio-cultural background in general, the wayang purwa tradition, and the characters' characters. The wayang purwa performance contains the Javanese philosophy of life. The Javanese philosophy of life is reflected in Lakon Banjaran Ravana. It needs to be studied more deeply through scientific accountability.

Wayang Purwa, Lakon Banjaran, and Dalang (Puppeteer)

Marwanto and Budhy Moehanto (2000: 2) state that the literal meaning of "wayang" is shadow, but over time, the meaning of wayang has changed to mean stage and theater performances. Wayang, in its development as theater, means a stage performance in which the director participates in the play. The director referred to in this case is the puppeteer. The puppeteer is considered the director because he is the center of the wayang performance, which leads the performance.

As a form of performance, Puppetry art is a form of traditional Indonesian cultural art that has lived and developed for centuries. Notes from an inscription left by King Balitung, dated 907, tell the story of Bima Kumara. Puppetry is also recorded in several other sources. Several ancient texts, for example, also mention a puppeteer and the wages he received (Zoetmulder, 1985, p. 262). The puppeteer is the director of wayang performances. It

is clear that at that time, wayang performances had become a form of paid performance, a development from a form originally part of the ritual of worshiping ancestral spirits.

The Purwa wayang story comes from the long story of the Ramayana and Mahabharata, originally from India. The mention of wayang as a wayang purwa is mainly based on the type of wayang, which takes story sources from the Ramayana and Mahabharata (Widayat, 2022: 2).

Various wayang purwa stories have been adapted to the socio-cultural characteristics and values of Javanese society and the Javanese philosophy of life. In Java, long stories from the Ramayana and Mahabharata sources have also been cut into story parts called lakon (plays). Lakon here means storyline episodes or scenes presented in one performance. The various plays in Wayang Purwa include birth, marriage, death, and banjaran-themed plays.

Lakon Banjaran is a play that tells the biography of a wayang character from birth to death. Usually, the characters performed in Lakon Banjaran are the main characters who are well known to the community of wayang pure lovers, for example, Lakon Banjaran Bima, Banjaran Gatutkaca, Banjaran Karna, Banjaran Durna, Banjaran Sinta, Banjaran Kumbakarna, and Banjaran Rahwana (Widayat: 2022 pp. 220-222). Banjaran Ravana tells the story of the birth of the character Ravana, the existence of Ravana's life until Ravana's death. Lakon Banjaran emerged around the 1970s and was developed in Surakarta by puppeteer Ki Nartosabdo, while they were developed in Yogyakarta by Ki Timbul Hadiprayitno.

The puppeteer is the director and storyteller and plays the puppets in the Purwa leather puppets. Purwa wayang puppeteers generally master the theory and practice of wayang and puppetry and master the Javanese philosophy of life. The word dhalang is often interpreted as an abbreviation of the word ngudhal piwulang 'to reveal the teachings' because the dalang has various knowledge and skills in playing wayang up to the philosophical level (Widayat, 2022, p. 162). This research focused on the data source, Lakon Banjaran Rahwana, presented by puppeteer Ki Timbul Hadiprayitno.

Dalang Ki Timbul Hadiprayitno is a Yogyakarta Purwa Garag puppet puppeteer who has received various awards, including being selected as the favorite puppeteer. Ki Timbul, among others, has also received awards from TVRI Station Yogyakarta, RRI Nusantara II, Bantul Regional Government, Faculty of Letters UGM, Mingguan Buana Minggu Jakarta, Pepadi, and many others. The Yogyakarta Palace awarded the name Ria Timbul Cerma Manggala (Wayangkuidolaku.blogspot.com/).

Javanese Philosophy of Life

This research focuses on the Javanese philosophy of life through the existence or all the actions of the character Ravana and other figures in Lakon Banjaran Rahwana presented by Ki Timbul Hadiptrayitno. On this occasion, the word philosophy refers to one of the meanings of philosophy, as stated by Alan R. Drengson. Drengson divides philosophy into three, namely non-explicit philosophy, systematic philosophy, and critical philosophy or creative philosophy. The term philosophy is another word for non-explicit philosophy, namely points of value in the treasures of traditions, customs, and culture of society, some of which are stored in the form of local wisdom. The community's oral tradition is very rich in philosophy, which is the way of life of the community concerned and applies to various attitudes and behaviors. Discussing philosophy does not emphasize discussions within philosophical science's framework but rather in a cultural context (Solichin, 2011, p. 1).

The Javanese philosophy of life is a set of values in Javanese traditions, including the wayang purwa performance tradition. The philosophy that is widely spread in the form of oral traditions, such as wayang purwa performances, is related to a view of life that is manifested in attitudes to life, both personal, individual, and collective, within the ethnic scope, in this case, Javanese society, as well as the nation (Soetrisno, 2004: 8). Philosophy and outlook on life has a strong connotation of life teachings and life values. Wayang philosophy refers more to the view of life contained in wayang performances as a practical teaching of life. The philosophy of wayang is more of a guide to life and life (Solichin, 2011: 2)

The Javanese philosophy of life in Lakon Banjaran Rahwana is a point of value that must be explored from Lakon Banjaran Rahwana, which, in this case, is by Ki Timbul Hadi Prayitno. The Javanese philosophy of life reflected in the play concerns various elements of its performance. However, this research is only limited to the dramatic story elements, primarily through the characterizations built into it.

2. Method

This research is descriptive qualitative research because the data were in words describing the story in the Wayang kulit Lakon Banjaran Rahwana by Ki Timbul Hadiprayitno. Endraswara (2004: 5) explains that descriptive qualitative methods are suitable for literary research, such as the wayang pure drama literature. This method is one of the research procedures used to provide an objective description of research problems, producing
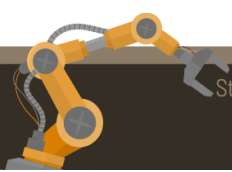
descriptive data in the form of written words or understanding the interactions between the concepts being studied empirically. The qualitative descriptive research method utilizes interpretive methods by providing data in the form of descriptions, and the process is more important than the results studied.

The data for this research is in the form of various descriptions regarding characterization in Lakon Banjaran Rahwana, namely all the imagery of the characters in it, especially the character Rahwana, starting from the birth of the character Rahwana until death. The data source chosen in this research is Banjaran Rahwana by Ki Timbul Hadiprayitno, which was uploaded on YouTube media (DG Channel: 2020)

This research used audio-visual data sources, which were uploaded on YouTube. Therefore, the way to collect data was by listening and taking notes. In this case, listening listens to the audio-visual in its entirety, over and over again, then notes or transcribes all the words of the puppeteer or characters in the wayang kulit. Data reduction was carried out from all transcripts, namely by only taking data based on the limitations of the research problem.

This study is a literary work. This research used humans or researchers as instruments, especially in interpreting data. Endraswara (2011:5) explains that researchers are one of the critical instruments who read literary works carefully. Besides that, researchers are assisted in their research by using data cards. Endraswara (2011 p.103) also explains that sufficient data is available but not yet structured. Therefore, data cards are needed to record relevant data and categorize it according to the research problem. The data card used is in the form of a table, namely a table of the Javanese philosophy of life, which is classified according to the problem taken.

The validity of the data used was semantic. According to Endraswara (2011: 164), semantic validity measures the level of sensitivity of symbolic meaning in relation to the overall context of the literary work in question. In this case, the intended meaning concerns the research problem in the context of the entire literary work in the Banjaran Rahwana wayang kulit story presented by Ki Timbul Hadiprayitno.

Data analysis was carried out using descriptive data analysis. The analysis steps were a) application of theory, namely existing and relevant theories were used to collect data; b) categorization, the data collected was divided according to the research objectives, namely about Ravana's views in Banjaran Rahwana; c) tabulation, the data that has been collected was then written in a data analysis card in the form of a table; d) data analysis, the data were then analyzed and described; e)inference, researchers draw conclusions based on research results.

3. Findings

After researching the wayang purwa video with Banjaran Rahwana presented by Ki Timbul Hadiprayitno, it was found that the puppeteer conveyed several Javanese philosophies of life. It was conveyed by puppeteers and comedians who supported the implementation of the performance, both from the stories told and during the Gårå-Gårå session and Limbukan, which contains several Javanese philosophies of life.

Lakon Banjaran Ravana mainly tells the biography of Ravana. However, other characters are also related to Ravana's existence. It is hoped that an existing view of life can be obtained through the characters and their characterizations. The figures in question are Resi Wisrawa, Prabu Danaraja, Dewi Sukesi, Jambu Mangli, Prabu Sumali, Ravana or Dasamuka, Kumbakarna, Sarpa Kenaka, Prabu Rama, Dewi Sinta, Lesmana, Batara Guru and Batari Uma. The naming of the philosophy of life obtained from the data is adjusted to the philosophy of life, formulated into Javanese idioms.

Table 1. Data on the Javanese Philosophy of Life in Banjaran Rahwana presented by Ki Timbul Hadiprayitno

No.	Character	Philosophy of life	Description
1	Wisrawa	*Anak polah bapa kepradah* 'If the child wants, the father must move.'	Wisrawa had to fulfill his son Danaraja's request to propose to Dewi Sukesi.
		Ina diwasa ngangsa-ngangsa 'Parents who are insulted because they are impetuous.'	Because he could not control his lust, he betrayed his own son, Danaraja, and brought shame to the country.
		Ngundhuh Wohing Pakarti 'receiving karma'	Because he could not control his lust, he betrayed Danaraja and had to face his son's anger. Because she could not hold back her love for Dewi Sukesi, the woman who proposed to her son, Sukesi, gave birth to a baby who would later become the king of wrath, Dasamuka.

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No.	Character	Philosophy of life	Description
2	Danaraja	Mikul dhuwur mendhem jero 'respecting parents'	Danaraja's anger towards his father, Resi Wisrawa, was ultimately blamed on Batara Narada, and he had to apologize to his father.
3	Dewi Sukesi	Ngundhuh wohing pakarti 'receiving karma'	Because she could not resist her love for Rishi Wisrawa, the woman who proposed to her son, Sukesi, gave birth to a baby who would later become the king of wrath, Dasamuka.
		Mikul dhuwur mendhem jero 'respecting parents'	Jendra Hayuningrat Pangruwating Diyu, desiring literary knowledge, made his father, the giant Prabu Sumali, change his form into a handsome human.
4	Jambu Mangli	*Sapa salah seleh* 'Whoever is guilty will lose.'	Bermodus wanted to marry his own nephew, Sukesi, by relying on his supernatural powers, but Wisrawa eventually killed him.
5	Prabu Sumali	Ngundhuh wohing pakarti 'receiving karma'	Due to her daughter, Dewi Sukesi, 's success in gaining knowledge of Jendra Hayuningrat Pangruwating Diyu Literature, the giant finally changed her form into a handsome human being.
6	Rahwana /Dasamuka	Ngundhuh wohing pakarti 'receiving karma'	Ravana kidnapped Dewi Shinta, resulting in her country being destroyed by Prabu Rama's troops. His troops, including his younger brother, also all died. Including Ravana who was finally defeated by having two mountains fall on him until he lost his strength. After the mountain was lifted, Ravana was hit by a flash flood and drowned.
			Ravana's anger, like a cursed devil, resulted in him being cursed for the rest of his life.
7	Kumbakarna	Ngrungkebi Ibu Pertiwi 'Love your homeland'	Kumbakarna knew that his older brother Dasamuka was guilty of Prabu Rama, but he did not want to see his country invaded by Rama, so he chose to die on the battlefield.
8	Sarpa Kenaka	Ngundhuh wohing pakarti 'receiving karma'	When Sarpakenaka saw the handsome Lesmana, he fell in love and seduced him, but in a cunning way, namely by changing his original form into a beautiful one. Sarpakenaka failed in teasing Lesmana; Lesmana even injured his nose
9	Prabu Rama	*Sedumuk bathuk senyari bumi* 'a spouse and a piece of land must be fought for.'	Rama fought with war for the return of Sita in his hands from Ravana's captivity
10	Dewi Sinta	Ngundhuh wohing pekerti 'receiving karma'	Starting from pursuing worldly beauty in the form of the Kijang Kencana, Sinta finally had to experience being kidnapped by Ravana.
11	Lesmana	*Anetepi pangandika* 'Consistently carry out his oath'	Lesmana, whom Rama accused of wanting Sinta, then swore he would not marry. Lesmana carried out his oath until the end of his life
12	Bathara Guru dan Batari Uma	*Kuwasa ing jagad triloka* 'God controls everything in the three worlds.'	When Batara Guru knew Wisrawa was about to reveal forbidden knowledge, Batara Giuru entered Wisrawa's body, and Batari Uma entered Wisrawa's body.
13	Bathara Narada	Siji pati, loro jodho, telu wahyu, papat kodrad 'one cause of death, two soul mates, three revelations, four codes.'	When Batara Narada separated the dispute between Wisrawa and Danaraja, Batara Narada explained that the cause of death, soulmate, revelation, and nature is something only the Almighty knows.

4. Discussion

Ki Timbul Hadiprayitno's Lakon Banjaran Rahwana begins with the story of Sukesi, the daughter of the king of Sumali in Alengkadiraja, who holds a competition as to who can reveal the knowledge of Sastrajendra Hayuningrat Pangruwating Diyu, he will be her husband. Uncle Sukesi added that those who had the right to become Dewi Sukesi's husband had to be able to defeat him.

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Then the young king, Prabu Danaraja or Danapati in the Lokapala Kingdom, heard about the Sukesi competition so he asked his father, Resi Wisrawa, to help propose Sukesi. Resi Wisrawa agreed to his son's request even though he had become a hermit. Wisrawa had to leave the hermitage to go to Alengka to propose to Sukesi. Wisrawa felt that trying to make his son happy was his duty.

Long story short, Wisrawa was said to have won the competition and was able to dissect the knowledge of Sastrajendra Hayuningrat Pangruwating Diyu. However, instead of proposing to Sukeshi for his child, Wisarawa committed adultery with Sukesi and became pregnant. This news was made known by Sumali and spread to Danarana and the whole country. Danaraja, burning with emotion, then took his troops to Lanka. Because he knew Danaraja had brought many troops to Alengka, Sumali summoned Wisrawa and Sukesi and asked what happened. WIsrawa then asked to meet Danaraja himself to admit his mistake.

Wisrawa faced Danaraja and apologized, but because Danaraja was still burning with anger, he got angry and did not use polite language towards his father. Bathara Narada heard this and came down from heaven to advise Danaraja. Finally, Danaraja realized it apologized to his father and let Sukesi marry his father, Resi Wisrawa.

Finally, Sukesi gave birth to the child she was carrying with Resi Wisrawa. When she gave birth, the country of Lanka was tense; lightning flashed, earthquakes were everywhere, and rainstorms accompanied it. Ravana was born a child who later became the king of anger with all his crimes. It is karma or a curse because Wisrawa, who was a Rishi, actually committed adultery with a Sukesi.

It is said that Prabu Rama and Dewi Sinta were walking in the forest accompanied by Lesmana. Sinta saw a beautiful golden deer; its color was shining golden yellow. Dewi Sinta asked Rama to catch the deer for her. It turns out that the deer was Ravana's ploy to kidnap Sita. Rama, who was having difficulties, was finally helped by Lesmana because Lesmana forced Sinta to help Rama, and finally, Sinta was kidnapped by Ravana.

Knowing that Sinta had been kidnapped, Rama brought a large army to Alengka to free Sinta. Long story short, Rama's soldiers defeated Ravana; Ravana died because he was crushed by two large mountains, which were the incarnations of the two spirits Trikala and Kalasekti, whose heads were beheaded by Ravana to trick Rama. Ravana was finally defeated by having two mountains fall on him until he lost his strength. After the mountain was lifted, Ravana was hit by a flash flood and drowned.

Anak Polah Bapa Kepradah

The philosophy of *anak polah bapa kepradah* is found in the wayang Lakon Banjaran Rahwana presented by Ki Timbul Hadiprayitno when Resi Wisrawa, who had a son named Prabu Danaraja, wanted to marry Dewi Sukesi, the daughter of Prabu Sumali from the Ngalengka country. Anyone can marry Dewi Sukesi if they can win the competition to dissect or reveal the knowledge of Sastrajendra Hayuningrat Pangruwating Diyu; he would be Dewi Sukesi's husband. Because King Danaraja felt unable to answer the competition, he asked his father to take part in the competition for him. Finally, because of his son's request, Resi Wisrawa agreed to his son's request even though he had become a hermit. Wisrawa had to leave the hermitage to go to Alengka to propose to Sukesi. Wisrawa felt his duty was to make his son happy, as in the following quote.

Wisrawa: "bot-bote dadi wong tuwa, senajan wis gerang kudu saguh dinggo gerung-gerung anak, bebasan anak polah bapa *kepradah…."* (Hadiprayitno in Saluran DJ, 2019).

Translate:

Wisrawa: "For the sake of parents' responsibility, even though they are old, they must be able to fulfill the child's crying needs. As the saying goes, the child wants the father to act..."

The quote above is what in Javanese philosophy is called *anak polah bapa kepradah* (if the child wants, then the father must move), which means 'a child who has a desire or desire, then the father (the father) will have trouble of complying with his child's wishes. The outlook on life for parents is that they must try to fulfill their son's wishes, as is the adage that *anak polah bapa kepradah.*

A child's view of life by adopting a father's attitude is a form of responsibility for each parent. Every parent in Java, as depicted in wayang purwa, has a responsibility for their child and is witnessed by the family and society, namely responsibility regarding their child's condition, their child's needs and even their child's desires. Parents, up to the limits of their abilities, are burdened with the obligation to pay attention to their children and strive for their children's physical and spiritual well-being.

The story of Resi Wisrawa is based on Hindu culture. When a king was old, and his son was fit to succeed in his position as king, the king appointed his son as king, and he began to live as a hermit. Although he was not

yet married, Rishi Wisrawa appointed Danaraja as the young king. A hermit-like Resi Wisrawa should not interfere in kingdom matters because he has lived a lot in forests and hermitages. In the story above, it turns out that Wisrawa still has to fulfill his obligations in order to marry off his son, Danaraja, according to the views of the child's father.

It is a shame that Resi Wisrawa's ability to carry out his father's child's behavior was lulled and seduced by his love for Dewi Sukesi. Originally, Dewi Sukesi was going to give it to her son, Danaraja, but instead, she married herself. It made Wisrawa have to bear the consequences, namely facing the anger of his own son, and there was almost an argument, maybe even murder. Danaraja and his soldiers had surrounded the Alengka Kingdom, and Danaraja had confronted Wisrawa.

Ina Diwasa Ngangsa-*Ngangsa*

Another found Javanese philosophy is still related to Resi Wisrawa, namely *ina diwasa ngangsa-ngangsa,* which means 'an old man who is insulted because he is impetuous'. It is because after Resi Wisrawa succeeded in winning the Dewi Sukesi competition, instead of proposing to his son, Prabu Danaraja, Resi Wisrawa instead wanted Dewi Sukesi to be his own wife. Because he was unable to control his lust, Resi Wisrawa betrayed his own son, Prabu Danaraja, and brought shame to the country. The high-ranking officials and people of the Lokapala state felt humiliated because of this incident; the king's future wife was instead taken away or married by her future in-laws. Even though the country had prepared a party to welcome the return of Resi Wisrawa and Dewi Sukesi, news of Prabu Danaraja's impending marriage had even spread throughout the country of Lokapala. The Lokapala country felt embarrassed to have a Rishi who was showing off his lust, mainly because he had betrayed his own son.

This disgrace had spread throughout Lokapala, and Danaraja, due to pressure from his governors and senopati, finally came to Alengka with his troops. Resi Wisrawa apologized to Danaraja in front of all the Lokapala troops and the people of Alengka. In between his apologies, Danaraja was very angry, swore at Wisrawa, and humiliated him in front of many people. So Wisrawa felt the expression "*ina diwasa ngangsa-ngangsa*" because he could not control his lust, he was embarrassed in front of many people.

Ngundhuh Wohing Pakarti

The following Javanese philosophy of life in Lakon Banjaran Rahwana conveyed by Ki Timbul Hadiprayitno is *ngundhuh wohing Pakarti*. This expression has the meaning of 'receiving karma,' which usually expresses a situation where someone who does terrible or unkind things towards other people or God, nature, and everything in it, then gets retribution or karma for the evil or unkind actions they have done and carried out, either directly (immediately) or indirectly.

As told in Banjaran Ravana, after previously Resi Wisrawa was able to carry out *anak polah bapak kepradah*, Resi Wisrawa was instead lulled and seduced by his love for Dewi Sukesi. Initially, Dewi Sukesi would give it to her son, Danaraja, but instead, she married herself. It made Wisrawa have to bear the consequences, namely facing the anger of his own son and almost arguing, maybe even murder. Danaraja and his soldiers had surrounded the Alengka Kingdom, and Danaraja had confronted Wisrawa.

At that time, Danaraja had spoken dirty words to his father, Resi Wisrawa. It made Wisrawa feel very guilty and embarrassed. This part was stated by Batara Narada when Narada separated the fight between the two, as follows.

| Narada: | "…. Kita luput ngundhamana sudarma kita, nganti sudarma kita ndhungkluk meneng tanpa ngucap, awit banget anggone rumangsa luput, nganti rasa rumangsa banget isin…" |

Translate:

| Narada: | "…. You (Danaraja) were guilty of saying dirty words to your father until your father bowed his head in silence without saying a word because he felt so guilty that he felt very embarrassed..." |

Based on the quote above, Wisrawa risks the results of his actions, namely feeling guilty, embarrassed, and humiliated. The Javanese view of life, which is related to risk responsibility for all one's actions, is often called

ngundhuh wohing Pakarti or ngundhuh karmane dhewe. *Ngundhuh wohing Pakarti*, 'accepting the results of one's actions' is a Javanese outlook on life that the Javanese people strongly believe. In general, the most visible thing is when it comes to positive state law, namely, being punished for wrongdoing. Therefore, karma is also often paired with the word *ukum* to become *ukum karma*. Rishi Wisrawa has received the results of his karma, namely being humiliated by his own son.

The karma above clearly shows the value of cause and effect, namely guilt towards the child and the child getting angry. There is still more karma that must be borne by Wisrawa's actions in not being able to control his love for his future son-in-law, namely Sukesi. The conversation between Resi Wisrawa and Dewi Sukesi when they confessed to Prabu Sumali that they had done something they should not have done is quoted below.

Prabu Sumali:	"…. Panjenengan sampun boten saged kumbi, ningali Sukesi, cowong netranipun, mandelung jajanipun, munjug padharanipun, cetha yen menika wanodya nggarbeni. Ing mangka pangandikanipun kakang Resi Wisrawa purwanipun badhe kadhaupaken kang putra Danaraja, lha kok lajeng wonten kedadosan mekaten."
Resi Wisrawa:	"Ana luputku sing gedhe pangapuramu Rayi Prabu. Aku ora kumbi, pancen purwane aku bakal malakramakake anakku Danaraja. Nanging bareng aku bisa medharke Sastrajendra Hayuningrat kelayan Sukesi, kok banjur aku karo Sukesi kapurba dewaning asmara, aku ora bisa kumbi. Pancen Sukesi tak alap nganti wus anggarbeni."
Prabu Sumali:	"Piye Sukesi?"
Dewi Sukesi:	"Kula nun inggih mekaten menika kawontenanipun kanjeng Rama.
Prabu Sumali:	"Iki piye ta Gong? Wong maune arep dikekke anake kok dialap dhewe. (Hadiprayitno in Saluran DJ, 2019)
Translate:	
Prabu Sumali:	"…. You can no longer avoid it, seeing Sukesi whose eyes have enlarged, her chest has enlarged, her stomach has enlarged, this is a pregnant woman. Previously, Resi Wisrawa's brother said that he would marry his son, Danaraja. Then how come something like this happened?"
Resi Wisrawa:	"Forgive my mistake, Prabu; I did not deny it; initially, I was going to propose to my son Danaraja. However, after I could explain Sastrajendra Hayuningrat to Sukesi, Sukesi and I were influenced by romance and lust, and I could not avoid it. "Indeed, my Sukesi wants (intercourse) herself until she gets pregnant."
Prabu Sumali:	"How is Sukesi?"
Dewi Sukesi:	"I was like that too; that is what happened, Dad."
Prabu Sumali:	"How is this Gong (Bagong)? "Originally, I was going to marry off my child, but I got pregnant myself."

This quote explains that Wisrawa admitted to Prabu Sumali that he had impregnated Dewi Sukesi. Dewi Sukesi also admitted that she had committed adultery with Rishi Wisrawa. Because Wisrawa bears the title Rishi, a priest whose actions are supposed to be pure, but instead marries his future daughter-in-law, Sukesi becomes pregnant. Sukesi's womb finally gave birth to a son, whose birth alone was marked by eerie natural sounds, namely that Alengka became utterly dark, and the howling of wild dogs was heard. Sukesi's son was then given the name Ravana or Dasamuka, who, throughout his life, carried out acts of anger, had a cruel character, wanted to win for himself, and disturbed other people's property rights. Rahwana's anger was seen, among other things, in his kidnapping of Dewi Sinta, Prabu Rama's wife.

Ravana's furious character is not directly related to Resi Wisrawa's mistakes, but in the *Ngundhuh Wohing Pakarti* view of life, this is often connected as an indirect cause and effect. In other words, the result of the actions

of a Wisrawa ascetic in marrying his future daughter-in-law, Dewi Sukesi, resulted in the birth of an angry king, Ravana, as a result of Resi Wisrawa's mistake resulted in world unrest through Ravana's wrath.

Ngundhuh wohing Pakarti, apart from affecting Resi Wisrawa in this incident, also happened to Dewi Sukesi, who was no other than the woman who planned to marry Danaraja. Dewi Sukesi was a king's daughter known to be clever and liked to learn. However, because she was unable to resist her romantic lust for Resi Wisrawa, Dewi Sukesi committed adultery with Resi Wisrawa and finally gave birth to a baby who would later become the king of wrath, namely Ravana.

The philosophy of *ngundhuh wohing Pakarti* was also experienced by the character Prabu Sumali, King of Alengka, who was none other than the father of Dewi Sukesi. Prabu Sumali received karma for ensuring his daughter's success, Dewi Sukesi, in gaining knowledge of *Jendra Hayuningrat Pangruwating Diyu* Literature. No one can study science because anyone who listens to this literature can change its form from its original form. Giants or blind people become humans, and humans turn into Gods. Prabu Sumali, a friend of Resi Wisrawa, was interested in studying the literature of *Jendra Hayuningrat Pangruwating Diyu.*

At first, Resi Wisrawa was hesitant to teach it, but in the end, it was taught in a closed place, even though there were some people peeking in, too. After learning this knowledge, King Sumali finally changed his giant form into a handsome human.

Ravana, the main character in this wayang play, also gets karma or *ngundhuh wohing Pakarti.* Ravana *ngundhuh wohing Pakarti* twice, namely for kidnapping Dewi Sinta and killing Trikala and Kalasekti. The first, because Ravana kidnapped Dewi Shinta from Prabu Rama, resulted in his country being destroyed by Prabu Rama's troops. His troops, including his younger brother, Kumbakarna, also all died. It includes Ravana, who was finally defeated by having two mountains fall on him until he lost his strength. After the mountain was lifted, Ravana was hit by a flash flood and drowned.

The two mountains that hit Ravana, causing him to lose his strength and die, were the incarnation of the two spirits Trikala and Kalasekti, who were beheaded without any mistake, just to trick Sita into thinking that it was King Rama's head. In the end, Trikala and Kalasekti, which became two coral mountains, responded to the torture of squeezing Ravana's body. Being crushed by the mountain was the *ngundhuh wohing Pakarti* that Ravana received for killing Trikala and Kalasekti without any mistakes. Ravana's anger, like a cursed devil, resulted in him being cursed for the rest of his life.

The Javanese philosophy of life *ngundhuh wohing Pakarti* can also be seen in the character of Sarpakenaka, the son of Resi Wisrawa and Dewi Sukesi, who was also the younger brother of Rahwana, the angry king of Alengka. Sarpakenaka took the form of a very ugly giantess, but she could change her form into a wonderful woman. Sarpakenaka was the one who provoked or seduced his older brother, Ravana, to kidnap Dewi Shinta. Sarpakenaka received retribution or karma for his cunning actions to seduce Lesmana and provoke his brother to kidnap Dewi Shinta. It is said that Sarpakenaka met Prabu Rama, Lesmana, and Dewi Shinta when he went to the forest. When Sarpakenaka saw the handsome Lesmana, he fell in love and seduced him, but in a cunning way, namely by changing his original form into a beautiful one.

Even though he was already beautiful, Sarpakenaka still could not seduce Lesmana. Because Sarpakenaka kept seducing and forcing him, Lesmana became irritated and took out a sword, injuring Sarpakenaka's nose. Then Sarpakenaka cried and reported it to his brother, Ravana.

This story continues with the kidnapping of Shinta by Ravana. When Rama invaded the Alengka Kingdom, Sarpakenaka stepped forward to become a war soldier. He wanted revenge on Lesmana, even though, in the end, he was killed by a Surawijawa weapon. The bad things that Sarpakenaka had done resulted in him getting retribution until his death. Because he was cunning towards Lesmana, he got the karma that Lesmana's sword hit his nose, and his death came because he was the one who persuaded Ravana to kidnap Shinta, which resulted in Alengka being attacked by Rama, and he was also killed.

In this story, Dewi Shinta also receives karma, or *ngundhuh wohing Pakarti.* Due to her pursuit of worldly beauty in the form of the Kencana Kijang, Sinta finally had to be kidnapped by Ravana. Starting with Prabu Rama, who was chasing Kijang Kencana because of Dewi Shinta's request, Rama asked Lesmana to look after Shinta to chase Kijang Kencana for Shinta. Because Rama had difficulty catching the Kijang Kencana, Shinta asked Lesmana to help Rama catch the Kijang Kencana. However, Lesmana refused to help Rama because he had promised Rama to look after Shinta and not leave Shinta no matter what happened. However, Shinta thinks negatively of Lesmana and accuses Lesmana of taking the opportunity to get Shinta. Because Shinta was accused of being like that, Lesmana finally wanted to help Rama chase Kijang Kencana. However, before that, Lesmana made a security fence using his knowledge and asked Shinta to stay in the circle or fence that Lesmana had made.

When Lesmana went to help Rama catch Kijang Kencana, Ravana came to Shinta. However, because Lesmana's knowledge protected him, Ravana could not immediately kidnap Shinta. Ravana then disguised himself as an old grandfather and pretended to fall, asking Shinta for help. Carelessly, Shinta left Lesmana's protection circle, and finally, Shinta was kidnapped and carried away by Ravana. Because she was tempted by the beauty of Kijang Kencana and had slandered or thought negatively about Lesmana, who was sincere in keeping her promise to Rama, Shinta received her reward or karma by being kidnapped by Ravana and taken to Alengka.

The expression or philosophy of ngundhuh wohing Pakarti, which has been accepted by several of the figures above, has moral teaching or educational value so that people are always careful in behaving, behaving, and carrying themselves in social and state life. As humans, we should always do good towards fellow humans because doing bad and unkind things towards fellow humans or nature and everything in it will result in bad rewards or karma, the fruit of human actions. Suppose someone wants a peaceful and happy life. In that case, it is best always to try to do good and avoid actions that are not good or bad because if a person has already committed a lousy action, intentionally or not, he must be prepared to receive retribution or karma for his actions.

In line with religious teachings, Javanese people assume that God or Allah (in Javanese terms, also called *Sang Hyang Ingkang Maha Agung or Hyang Suksma*) has a just nature. Because God is all-just, every good deed will be rewarded with sound, and conversely, every evil or unkind deed will also receive a bad or unkind reward. The philosophy of *ngundhuh wohing Pakarti* can be a deterrent for anyone who tends to behave unkindly or badly to stop doing it.

Mikul Dhuwur Mendhem Jero

The Javanese philosophy of *mikul dhuwur mendhem jero* means 'bearing the highest, buried deeply .'This expression means 'upholding the honor of parents', meaning that a child must uphold the dignity and honor of his parents as high as possible and maintain his parents' good name. You can maintain your parents' good name *(mendhem jero)* by covering up all their parents' shortcomings and bad things so that other people do not know about it. This philosophy is also like when a father dies, his children must take care of all the funeral arrangements and must carry his body to the cemetery. Lifting or carrying the corpse must also be high so that it is not hit by objects or other things that get in the way, which is *called mikul dhuwur* (lifting high). Next, the body must be buried as deep as possible so that wild animals do not easily dismantle it or so that the rotting smell of the corpse can be smelled from the grave; that is what is meant by *Mendham jero* (buried deeply).

Lakon Banjaran Rahwana, presented by Ki Timbul Hadiprayitno, tells the story of King Danaraja, who did not implement the *mikul dhuwur* philosophy of being mean to his father, Resi Wisrawa. It was because Danaraja was angry and disappointed with his father for impregnating his future daughter-in-law or Danaraja's future wife. Danaraja even brought troops from his kingdom (Alengka) to invade the Lokapala kingdom to vent his anger at his father, Resi Wisrawa, who betrayed him. Danaraja's anger towards his father was ultimately blamed on Batara Narada (descended from heaven), and he had to apologize to his father. Bathara Narada brought Danaraja, who was already angry with his father, to his senses. According to Bathara Narada, Danaraja as a child should have maintained his father's honor by *mikul dhuwur mendhem jero* instead of cursing his father in front of many people, even in front of the two countries (troops from the country of Alengka and the country of Lokapala). Moreover, Resi Wisrawa admitted his mistake and apologized sincerely to his son, Danaraja.

This story contains educational teachings or moral values, so every child should always respect and be devoted to their parents. The bad things and mistakes that their parents have made must be covered up and hidden tightly so that other people do not find out. Moreover, do not let a child who brings disgrace to the bad things of his parents be spread to other people.

Sapa Salah Seleh

The following Javanese philosophy in Ki Timbul Hadiprayitno's Lakon Banjaran Rahwana is *sapa salah seleh*. This expression means 'whoever is guilty will lose .'Another meaning is that whoever makes a mistake will automatically fall or lose. This expression conveys that if you make a mistake, one day, you will suffer the consequences of that action. This is also like the expression *ngundhuh wohing Pakarti or becik kedetik ala ketara*. *Becik kedetik*, which means the truth will be seen, *ala ketara*, which means wrong actions will be discovered. This proverb conveys that good deeds will look good, while wrong deeds will one day be revealed as bad.

When someone commits a wrong action, it will cause discomfort in the perpetrator's heart, so that person will always be anxious and afraid if their mistake is discovered by others, even though other people who know

about it do not know anything. With this anxiety and anxiety, people who have made mistakes will continue to feel guilty so that their lives will get worse, and one day, they will lose and give up.

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When Batara Narada received an assignment from Batara Guru to resolve the dispute between Danaraja as son and Wisrawa as father, Narada advised Danaraja by pointing out Danaraja's mistake, namely that Sukesi was not Danaraja's soul mate but Wisrawa's soul mate. It is further stated as follows.

Narada:	"Kita luput ngundhamana sedarma kita…. Ingkeng ora kena dideleng mripat, siji dalaning pati, loro ketemuning jodho, telu tumibaning wahyu, lan papat lumakuning kodrat…." (Hadiprayitno in Saluran DJ, 2019)
Translate:	
Narada:	"You are guilty of criticizing your father…. What the eye cannot see, one cause of death, two meeting one's soul mate, three falls of revelation, and four paths of nature…."

5. Conclusion

Based on the data above, it appears that there is a view of life that these four things are the secrets of God Almighty: the cause of death, the meeting of one's soul mate, the fall of revelation, and the course of nature. It is believed that humans cannot know these four things in general. It is the basis that Danaraja was guilty because he seemed to consider Goddess Sukesi as his soul mate, even though it was a divine power. It was a fact that at that time, Sukesi was already Rishi Wisrawa's wife.

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ANALYSIS OF EVALUATION IMPLEMENTATION IN THE ADIWIYATA PROGRAM

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Abstract

Issues related to environmental problems are exciting to study. Various government efforts to solve environmental issues. One of the government's efforts is implementing an environmental education through the Adiwiyata. In implementing the Adiwiyata program, the benchmark for implementation was seen from the evaluation carried out. Evaluation of program implementation aims to determine whether this program is stopped or continued with improvements following existing phenomena in the field. The phenomenon is that there are still many schools that have been designated as Adiwiyata but have not been able to fulfill the program objectives, namely directing students to have environmentally friendly behavior. This research is qualitative research that aims to describe the implementation of evaluation on the Adiwiyata program. Data analysis uses the Bogdan & Biklen model, where data analysis is done by looking for themes and then determining the relationship between pieces to obtain information. The results of the research show that there are still obstacles in the implementation of evaluation in the Adiwiyata program, which means that the performance of the program cannot described as a whole. This has an impact on measuring the success of program implementation. The government must make efforts to improve the implementation of evaluations to capture the success of the Adiwiyata program. For example, it suggests a logical and comprehensive evaluation model to achieve program goals and expectations. The Adiwiyata program can make a real contribution to overcoming environmental problems by developing the potential of students to behave in an environmentally friendly manner.

Keywords: analysis, evaluation, Adiwiyata

1. Introduction

Environmental degradation is an interesting issue to study[1]. One of the reasons for the decline in environmental quality is human factors, which overexploit nature due to a lack of understanding and indifference to the importance of the environment [2]. Community understanding and concern indicate low environmental literacy in the community [3]. Due to these problems, it is necessary to instill environmental education early, including implementing it in schools [4]. To implement this, the government regulates policies in government environment and forestry (LHK) regulation number 53 of 2019 related to the Adiwiyata Program.

According to Minister of Environment and Forestry Regulation number 53 of 2019, Adiwiyata is a certificate of appreciation given to schools that have successfully implemented environmental care and cultural movements in schools[5]. The ecological care and culture movement is a conscious, voluntary, networked, and sustainable collective action by schools in implementing environmentally friendly behavior (PRLH). Ecologically friendly behavior is the attitude or action of school residents in maintaining and preserving the function of the environment [5].

Based on this policy, the government hopes that there will be education that forms environmentally caring character in schools through the Adiwiyata program. The Adiwiyata program aims to create conditions where schools are places of learning, as well as raise awareness among school residents to motivate efforts to save the environment and sustainable development. Furthermore, schools implementing the Adiwiyata program must have specific criteria set by the government. The requirements that must be met are policies, curriculum, management of environmentally friendly facilities and infrastructure by implementing environmental care and cultural movements, and participatory-based school activities.

The phenomenon that occurs is that schools that have received the title of Adiwiyata school seem to be just a formality, where after being designated as an Adiwiyata school, the school no longer focuses on implementing environmental care but only on building school infrastructure[6][7]. Another fact is that the program's implementation needs to follow the program objectives because preparations have not met needs, and there is a
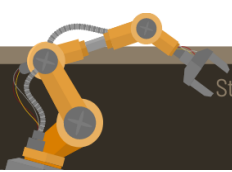
lack of implementers who have the competence so that the program runs but is not effective and efficient[8][4]. Furthermore, monitoring and evaluation of the program have yet to run according to expectations.

Monitoring and evaluation activities are a forum for discussion, providing input suggestions for program improvements so that program sustainability can meet expectations. In this regard, it is necessary to have an evaluation equipped with instruments that can capture program implementation and maintain the sustainability of the Adiwiyata program. Evaluation is a series of activities in the program implementation process to obtain information about what was and has not been achieved from a program[9].

Evaluate whether the program stopped or continued with improvements by existing phenomena in the field[10][9]. This is attractive to know regarding the implementation of the evaluation that is taking place because the implementation of this evaluation is the spearhead of program sustainability so that it can achieve the goals and expectations of the Adiwiyata program. Based on the reasons above, the researcher formulated the following research questions. 1) how has the evaluation been carried out in the Adiwiyata program? 2) is there an evaluation instrument used?

2. Method

This research uses a qualitative approach with a descriptive type. The research aims to describe the actual situation of the research object by collecting data and information in the field[11]. In qualitative research related to research problems, three possibilities occur: 1) the problem brought by the researcher remains from the beginning to the end of the research. 2) the problem the researcher brings after entering the research develops, namely strengthening or deepening the problem that has been prepared. Thus, there are few changes so that the research title is sufficiently refined. 3) the problems researchers bring after entering the field change entirely, so they must change the problem[12]. The research was conducted by interviewing the coordinator of the Adiwiyata team in several schools and the head of the section for capacity development and community participation in Sleman Regency, Bantul, and the City of the Environmental Service (DLH), which oversees the Adiwiyata school program. The focus of the research is the policy analysis of the Adiwiyata program related to the implementation of program evaluation at high schools/middle schools in DIY, which have received the Adiwiyata school title. To collect the necessary data, researchers conducted in-depth interviews and documentation studies. Meanwhile, the informants that researchers use to obtain information. In this research, namely: Principal/deputy head of the curriculum department, Adiwiyata team coordinator, Bantul, Sleman, and City Environmental Services (DLH). Informants in this study were determined based on a purposive sampling technique, namely, selected based on specific criteria[13]. Selected informants who know information about the Adiwiyata program. Data analysis technique with the following steps: The interview data was then analyzed through 4 stages: (1) data was tabulated based on its source, (2) data was reduced and eliminated through grouping and determining subthemes in relatively small groups and then looking for themes and between subthemes. Themes[14], (3) identifying relationships between themes[14][15], (4) concluding the results of associations between themes to obtain an overview of policy analysis in the Adiwiyata program in schools.

3. Results

The research explored data related to implementing the Adiwiyata program evaluation. The data presented was obtained through interviews at several schools, as well as the Environmental Service, about the policies that have been implemented in implementing the program. There were three pre-research participants in the capacity development and community participation section of Sleman Regency, Bantul, and the City Environmental Service (DLH), which manages the Adiwiyata school and, of course, had information and understanding regarding the program. Apart from that, research participants from schools were selected as Adiwiyata team coordinators in several junior high schools (SMP N 1 Yogyakarta, SMP N 8 YK, SMP N 1 Pandak, SMP N 2 Srandakan, SMP Muh 9 Yogyakarta, SMP Muh 4 Yogyakarta) and senior high schools (SMA N Pleret, SMA N 10 Yogyakarta, SMA Muh 2), research results in the form of interview data. Table 1 shows the findings of the preliminary study.

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Table 1. Results of research with environmental department respondents

Theme	Sub-Themes	Relationships between sub-themes
Environmental Department		
Management Program management (Controlling stage)	Evaluation of programs according to school requests Evaluation instruments so far refer to the instrument guidelines for prospective program schools. DLH does not have a specific model for obtaining program implementation data. To obtain program implementation data, the department only asks schools to describe what activities will be carried out via the Google form that was provided. There is no evaluation instrument or evaluation model to measure program achievements.	There is no evaluation instrument or evaluation model to measure program achievement

Table 2. Results of research with Adiwiyata Team respondents

Theme	Sub-Themes	Relationships between sub-themes
Program Management (Planning)	Program socialization has not was evenly distributed to all schools The need for a particular budget for the socialization program was not evenly distributed, and there needs to be a policy related to the budget in managing the program.	Socialization has not was evenly distributed, and there is a need for policies related to budgets in program management
Obstacles in the Implementation of Program Evaluation in Schools	There is no routine mentoring schedule for schools yet Assistance is provided if the school wants to participate in the program again. Information about changes to program policies that have recently reached schools	There are no instruments and evaluation models to measure program achievements in maintaining program sustainability both internally and externally
Program Sustainability	The real impact of the program is wider than facilities and infrastructure. There are no instruments to evaluate the program periodically.	No instrument measures the impact of the program's success.

Based on the research findings in Table 1 and Table 2, the implementation of the program that has been running so far has encountered obstacles both at the level of policyholders and policy implementers. Policy implementation requires a strong commitment from both parties. A policy will be implemented well with good planning, implementation, and supervision. Likewise, the performance of the Adiwiyata program requires proper management. If the implementation management functions can be implemented, the work program will be implemented effectively and efficiently. Vice versa, the Adiwiyata program must have good management to succeed the program [16].

Implementation of the Adiwiyata program, assistance, and evaluation are provided to schools if the school will apply for the Adiwiyata program or as a prospective Adiwiyata school (CSA), as well as when the school will reapply for a higher level of Adiwiyata school. Meanwhile, for implementing the Adiwiyata school itself, there is no special scheduling for program assistance and evaluation according to school requests. The same

information was obtained from the Adiwiyata Team at the school, that assistance for Adiwiyata schools was by request because there had been no scheduling for program evaluation that had been carried out. Furthermore, the information obtained is that DLH does not have a particular model; DLH only provides a Google form to report activities carried out. The following are participant statements regarding the explanation of the facts.

"DLH provides assistance and evaluation for prospective Adiwiyata schools and schools that will reapply as Adiwiyata schools at a higher level" (DLH)

"There is no specific model for carrying out evaluations; we only provide a G Form to report activities that had carried out at school. "(DLH).

Furthermore, according to the Adiwiyata Team, about school management, especially planning related to the draft school activity budget (RAKS), special allocations are needed for program implementation, especially procurement and maintenance. A budget is a detailed list or statement of planned revenues and expenditures used for an activity within a certain period, usually one year in a program[17]. Furthermore, the budget is a planning and program control tool[18]. The following are participant statements regarding the explanation of the facts.

"It is best to prepare the RKAS in collaboration with the Adiwiyata team, where the preparation of the RKAS is done at the beginning of the year because the preparation is only for one year's needs by the needs, challenges, opportunities, and potential of the school at that time." (Adiwiyata Team)

"The prepared RKAS prioritizes activity programs and is focused on the Adiwiyata program by considering funding sources so that the budget can be effective and efficient according to needs. "(Adiwiyata Team)

Adiwiyata is a dynamic program, so it requires a particular budget and is available anytime, especially to maintain facilities that support the program" (Adiwiyata Team).

Apart from that, it is necessary to socialize the program with the school community. Socialization is the open delivery of information in the form of (regulations, programs, and decisions) from program owners to other parties (the wider community) and an empowerment process, which is expected to foster changes in community attitudes and behavior and foster critical awareness[19]. Socialization needs to be carried out if there is a new policy that needs to be conveyed immediately to the school. The aim is for schools to adapt quickly to changes that occur. New approaches that improve old policies need to be well understood and implemented immediately, for example, regarding facilities and infrastructure or changes to rules/component priorities that need to be considered as an environment-based school.

Furthermore, program implementation is still measured regarding facilities and infrastructure, yet to measure the impact of changes in understanding or attitudes of school residents who implement environmentally friendly behavior (PRLH). This is essential so that efforts can be made to contribute to solving environmental problems. Currently, the survey-based behavioral index of environmental indifference is approaching number 1, meaning ecological boredom is very high.

The evaluation model was developed based on a new policy study in 2019, which updated the previous policy in 2013, which regulated the Adiwiyata program. The procedure was contained in the Minister of Environment and Forestry (LHK) Regulations number 52 and 53 of 2019[20][5].

This policy updates the previous approach, Minister of the Environment Regulation number 5 of 2013. Based on these two policies, it reflect the implementation of Adiwiyata on school community activities. Still, it needs to measure the program's impact, especially on students and other schools, an evaluation component to measure the quality of implementation of the Adiwiyata program. Researchers added elements to measure quality effectively overall by photographing the impact of the activities/activities in the program, namely environmental literacy skills and impact schools.

Based on this analysis, it is crucial to develop an internal Adiwiyata program evaluation model for schools. The hope is that schools evaluate the program in The school itself, know the advantages and disadvantages, and maintain the quality of program sustainability. The research aims to develop an internal evaluation model for the Adiwiyata program.

4. Conclusion

Implementing evaluation in government policy programs is essential. The importance of an evaluation is because this activity can provide recommendations on whether it can stop the program or continue with improvements. Based on research data analysis obtained in implementing evaluation in the Adiwiyata program, it is necessary to pay attention to several aspects, including Program Management (Planning), Program Management (Controlling stage), Obstacles in the Implementation of Program Evaluation in Schools, and Program Sustainability. The government must make efforts to improve the implementation of evaluations to

capture the success of the Adiwiyata program. For example, it suggests a logical and comprehensive evaluation model to achieve program goals and expectations. The Adiwiyata program can make a real contribution to overcoming environmental problems by developing the potential of students to behave in an environmentally friendly manner.

Acknowledgment

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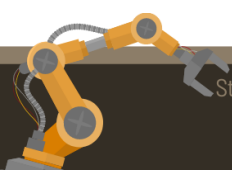
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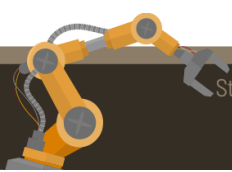
THE EFFECTIVENESS OF TRAINING FOR THE MASTER OF CEREMONIES AT FORMAL EVENTS IN THREE LANGUAGES FOR PRIVATE SENIOR HIGH SCHOOL LANGUAGE TEACHERS.

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Abstract

On average, schools hold formal ceremonial events between 12 to 48 times a year, with an MC as the facilitator. Meanwhile, 53% of teacher participants have never created a rundown or acted as an MC. This training aims to equip English, Indonesian, and Javanese language teachers with MC skills. The success of the training is measured through its effectiveness, product evaluation, and evaluation of significance.

The training was attended by 31 participants, selected from 64 applicants from 36 private high schools in the Special Region of Yogyakarta. The training was conducted in 5 months with 50 lesson hours, including 6 in-person and 6 online sessions for assignments and support. The training used lecture-method, question and answer sessions, quizzes, structured tasks, mentoring, projects, tests, product observations, and on-stage practice. The training was conducted by 4 professors and 3 doctoral students from IPB and UNY.

The results of the training show that the MC formal event training was quite effective. This is indicated by a pre-test mean score of 57.03 and a post-test mean score of 71.26, with a significant test difference of 6.368 at df 30 with a confidence level above 99%. Evaluation results of the products align with the post-test mean scores, with a rundown score mean of 64, MC script mean score of 74.3, and MC practice mean score of 76.0, indicating good quality training products. The evaluation of the significance of the training concerning materials, tasks, support, satisfaction, and impact yielded a score of 2.92 on a 4-point scale (equivalent to 73). Based on these results, it can be concluded that the MC formal event training was quite effective, the products generated were of good quality, and the training had a significant impact. Remaining issues include weaknesses in protocol implementation, difficulties in time synchronization and sub-event coordination, and inadequacies in oral and written language proficiency.

Keywords: master of ceremonies training, Formal Events, language teachers, rundown, MC script, effectiveness

1. Introduction

Every school or madrasah in Indonesia holds formal ceremonial events 12 to 48 times a year, including flag ceremonies, handover ceremonies, graduation and year-end ceremonies, religious ceremonies, commemorations of significant days, and formal academic events. This indicates the crucial need for a Master of Ceremonies (MC). Without an MC, formal ceremonial events would not proceed with solemnity and precision.

Initial research among 64 training applicants shows that 53% of teachers never create event rundowns and MC scripts. They lack an understanding of the elements and methods used to create rundowns and have never detailed a rundown into an MC script. This underscores the importance of Formal Event MC training for language teachers.

This training embodies the mission of the University, which is to conduct community service activities that are excellent, creative, and sustainably innovative for the empowerment and welfare of the community (uny.ac.id, 2023). This mission gives rise to the University's third goal, which is to carry out service and community empowerment activities that promote the development of human potential, society, and nature to achieve community welfare (uny.ac.id/id/visi-misi).

The realization of the above goal involves service directed towards the realization of community welfare through service outcomes that are marketable or usable. One such service is providing skills to become an MC or presenter. To some extent, being an MC brings benefits to those who master it.

Needs analysis indicates that MC training requires inputs related to MC knowledge (Pratiwi, 2021), protocol (Law Number 09 of 2010). This connection exists because all protocol events are made with rules and require a guide to adhere to and execute these rules. Protocol requires arrangement of space, ceremony, and respect and needs someone to create and maintain that order with reverence, order, and regularity (Yogya Executive School, 2023).

MC is related to protocol in the form of guidelines or rundowns. The ability to create a comprehensive event guide referring to a single purpose is crucial. Therefore, MC training accommodates the following content:

(1) Protocol Guidelines and Functions

(2) Protocol Arrangements and Rundowns

(3) Types of Protocol MCs

(4) Functions, Roles, and Duties of MCs

(5) Formal and Editorial MC Scripts

(6) Language, Vocal Techniques, and Expression

(7) MC Strategies

(8) Presentation and Practice

Based on the above description, it can be concluded that participants require these eight elements. Additionally, as participants have never received MC training before, the training needs to be intensively packaged with strengthened content, assignments, mentoring, and practice. Therefore, the Formal Event MC Training in Three Languages is packaged according to the process stages and target products.

This training aims to equip basic MC skills (Nindiani, 2011) to English, Indonesian, and Javanese language teachers. The success of the training will be known through training effectiveness, product evaluation, and meaningfulness evaluation.

2. Method

The training utilizes Goad's (2009) design with modifications, consisting of needs analysis, design, content delivery, mentoring tasks, stage performance practice, and evaluation. The Goad design for this training is modified in the interaction between evaluation and implementation.

The target subjects are recruited and selected based on indicators of language knowledge, ability to fully participate in activities, task completion, and impact. The training is designed and conducted over 5 months, from needs analysis to meaningfulness evaluation.

There are 31 training participants, comprising 28 language teachers and 3 productive teachers selected from 64 applicants in 36 Private High Schools in the Special Region of Yogyakarta. The training spans 5 months with 50 active learning sessions, 6 in-person and 6 online (for tasks and mentoring). The training involves lecture methods, question and answer sessions, quizzes, structured tasks, mentoring, projects, tests, product observation, and stage practice. The training is conducted by 4 lecturers and 3 Ph.D. students from IPB S3 UNY. It takes place at FBSB UNY, at the Regional House of Representatives of the Special Region of Yogyakarta, and in schools.

Data is obtained through tests, appearance observation, question and answer, product observation, and is analyzed qualitatively and quantitatively. Qualitative analysis is used for product descriptions and responses, while quantitative analysis involves statistical differences, simple percentage calculations, and means. The presentation is done qualitatively with quantitative assistance.

3. Results

The training results indicate that despite the time invested, the targets and objectives were achieved. Firstly, this MC training demonstrates high effectiveness. This effectiveness is evidenced through both quantitative and qualitative analyses. Quantitative assessments include (a) pre-test and post-test scores, which show visible improvements as seen in Table 1, (b) an increase in the mean from the pre-test to the post-test, rising from 57.03 to 71.26 (refer to Table 2), and (c) a t-test value at df 30 = 6.368, indicating significant training material impact with a confidence level above 99% (see Table 3). This means that although the visible increase in test scores might not be substantial, statistically, it's considered effective.

Table 1. Pre-test and Post-test Scores

No	Initial Name	Subjek Matter	Score	
			Pretest	Posttest
1	ARS	C. Indonesian	60	76
2	AP	B. Javanese	56	79
3	AS	C. English	64	86
4	AR	B. Javanese	64	75
5	AM	E. Others	52	91
6	AA.	A. Indonesian	56	75
7	DM	C. English	48	78
8	DCW	B. Javanese	76	85
9	DP	A. Indonesian	60	73
10	EP	B. Javanese	44	63
11	ES	C. English	52	79
12	KA	A. Indonesian	52	79
13	FM	B. Javanese	36	33
14	HA	C. English	52	68
15	IW	A. Indonesian	56	74
16	IS	C. English	80	83
17	KS	A. Indonesian	40	55
18	MLF	A. Indonesian	68	79
19	NS	C. English	60	62
20	NR.	E. Others	72	74
21	NH	E. Others	52	60
22	NR	B. Javanese	48	74
23	RTS.	A. Indonesian	72	56
24	RON	B. Javanese	72	77
25	RB	C. English	56	76
26	SF	C. English	52	45
27	TCRP	C. English	56	49
28	TMT	A. Indonesian	48	76
29	VLSF	C. English	48	71
30	WDS	B. Javanese	60	83
31	YP	C. English	56	75

In detail, Table 1 shows that not all pre-test scores increased. Some pre-test scores experienced a decrease.
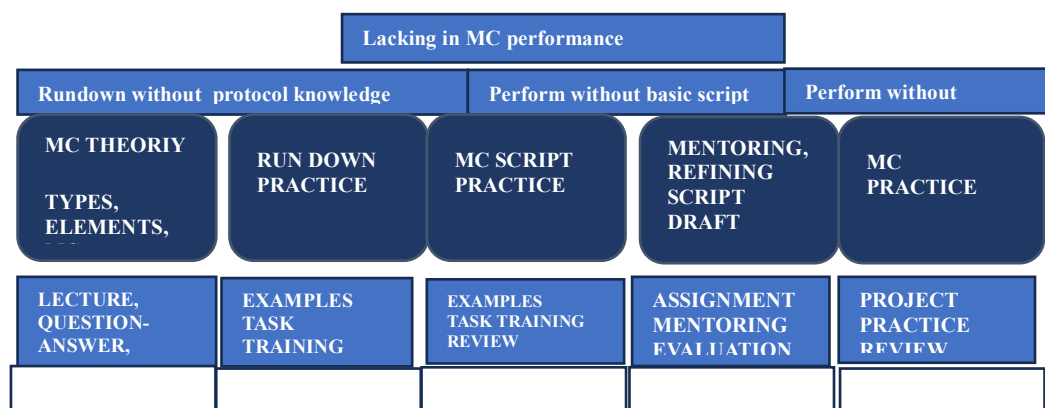
Figure 1. Training Design

Table 2. Results of T-Test Pre-test and Post-test Training

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	postes - pretes	14.226	12.438	2.234	9.663	18.788	6.368	30	.000

Secondly, the product evaluation through observing rundowns, MC scripts, and MC practice demonstrates the success of this training. In the rundown assessment, the obtained scores were only 63 for protocol requirements, 57 for the event-time-MC element, and 70 for language-related elements. For the MC script product, all three elements saw a slight increase in points. In MC practice, product scores increased by 0 to 3 points. The average score of product evaluation shows improvement.

Tabel 3. Mean Pre-test dan Post-Test

		pretes	postes
N	Valid	31	31
	Missing	0	0
Mean		57.03	71.26
Median		56.00	75.00
Mode		52ᵃ	79
Minimum		36	33
Maximum		80	91
Sum		1768	2209

Table 4. Product Scores Based on Their Elements

No	Product	Protocol	Event	Language	Mean
1.	Rundown	65	57	70	64.0
2.	MC script	76	71	76	74,3
3.	MC practice	76	73	79	76,0

Based on the product scores above, it appears that the products experienced an increase, from 64 to 74, then to 76. Although the increase seems modest, participants who initially faced significant difficulties in organizing event rundowns eventually managed to improve their product weaknesses and carry out MC tasks. A score of 79 indicates a fairly good category.

Thirdly, the meaningfulness evaluation shows that this MC training holds significance for the participants and their skill development. Participants gave very high scores for the content, high scores for tasks and practice, and fairly good scores for satisfaction and impact.

Table 5. Meaningfulness Evaluation

No	Meaningfulness	1	2	3	4	Mean
1.	PPM material			25	6	3,19
2.	Task benefit		5	19	7	3,06
3.	MC practice		6	20	5	2,96
4	Satisfaction	1	6	20	4	2,87
5	Impact	2	10	12	5	2,51

Table 5 shows that training material and tasks are the most significant elements for participants, while impact is the least significant element. Participants who agree and disagree provide fairly substantial impact of the training on others.

4. Discussion

Based on the presentation of the training results, it can be emphasized that this MC training took longer (up to 6 meetings) but achieved its targets and goals. The well-executed preparation process, content delivery, and effective mentoring supported the post-test scores in MC knowledge and protocol. The results of the pre-test and post-test t-tests show a fairly high level of significance, where the score improvement is based on the principle of difference before and after the training. Although there were three decreased scores, there were still 28 increased scores. It might be suggested that this test could reinforce the presumption that participants who struggled to complete their tasks and failed to create the MC script experienced a decrease in test scores.

Protocol is a crucial element in both event rundowns and MC scripts. Difficulty in this aspect affects the event elements, timing, and the arrangement of personnel or those responsible for sub-events in the rundown. Despite repeated reminders, most participants still violated protocols. The sequence of events remained disorderly, timing was often inaccurate, and it extended to the choice of diction and maintaining formal style. The extended time given did not result in significant changes. Participants made efforts and improved their performances, particularly in vocal delivery, expression, and language, step by step through practice.

Further investigation in Wonosari and Wates supported the training outcomes, revealing that participants who didn't complete the MC practice encountered serious challenges in conducting MC duties at school. They still struggled with protocol adherence, event components, and language usage. Two MCs monitored until November continued to breach formalities and lacked protocol knowledge. They excessively commented and failed to optimize time, leading to complaints from event organizers. However, the majority of participants showed fairly good improvement by the end of the program.

The meaningfulness evaluation of satisfaction indicates that participants were quite content with this training. While the material delivery was commendable, the mentoring and the opportunity for feedback during quizzes didn't have sufficient time. This serves as a note for the facilitators that the most crucial aspect of MC training lies in the participants' intensive practice experience.

Based on all components of the report, it can be concluded that the Three-Language Formal Event MC Training proceeded well, yielding fairly good products, and provided reasonably beneficial outcomes. This is demonstrated through the achievements of the three data aspects mentioned above, which can be summarized as follows:

Table 6. Mean Scores for All Training Elements

No	Training Component	Mean Score
1.	Mean post-test scores	71,6
2.	Mean scores for three products	71,3
3.	Mean usefulness scores	2,92 (73)

The scores attained in the three components of training effectiveness above indicate a level of alignment. This means that the products generated by participants correspond to the post-test scores they achieved. It also contains crucial information that the meaningfulness of the training aligns with both the test results and the products produced by participants. All three aspects intertwine to form the value of training effectiveness. This alignment suggests that training is not just about imparting skills but also about gauging the development of knowledge through test scores, skills through product evaluation, and its meaningfulness in the educational sphere.

5. Conclusion

The 'Three-Language Formal Event MC Training for Private Senior High School Teachers in the Special Region of Yogyakarta' is a necessity for partners involved in MKKSM. Once the pandemic concludes, formal school events will be prevalent, necessitating competent MCs. Based on the results and discussions in Chapter IV, the following conclusions can be drawn.

First, the training process, including preparation, material delivery, tasks, mentoring, MC practice, tests, and evaluation, proceeded according to the stages. Preparation took place from March to June 2023, involving coordination, curriculum design for training, schedule arrangement, material and test preparation, and venue setup. Material delivery, tasks, and mentoring were conducted from July to October 2023. Knowledge targets were achieved, with test scores and t-tests indicating a significantly high value (6.369). Throughout the training,

participants exhibited relatively good interest and motivation. They seemed enthusiastic, actively engaging in questioning and attentively responding. Participants demonstrated discipline and optimal time utilization, completing all tasks well, assisting each other, and collaborating. The team also managed their time amid their busy schedules and shared responsibilities.

Second, the overall training product targets (rundown, MC script, and MC practice) were achieved at 87%. The rundown target reached 100% with a product score of 64.0. Despite experiencing some revisions due to difficulties in applying protocol, event, and timing in the rundown and MC script, all participants were able to create rundowns. The script target was attained at 93% with a score of 74.3, and the MC practice target at 87% with a score of 76.0. These scores align with the average post-test score of 71.26.

Third, the meaningfulness target indicates a score of 2.92. Participants considered this training fairly important. The produced products were highly beneficial and supportive in their roles as teachers. The training material was valuable for their careers and professions. The tasks assigned were crucial for skill enhancement. The provided mentoring was significant. Participants were satisfied with the training implementation. They plan to develop their skills post-training.

Acknowledgement

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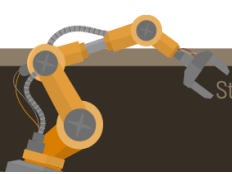
PANCASILA STUDENT PROFILE-BASED COMMUNITY ECONOMY LEARNING MODEL FOR SUPPORTING MERDEKA CURRICULUM

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Abstract

This study aims to: 1) develop the Pancasila Student Profile-Based Community Economy Learning Model to support the Merdeka Curriculum, and 2) identify the obstacles in the Pancasila Student Profile-Based Community Economy Learning Model . Applying Classroom Action Research, this study involved 89 students from the Accounting Education program who were enrolled in the Community Economy course at the Faculty of Economics and Business. Data were collected through observation, interviews, questionnaires, and documentation. The instruments consisted of interview guidelines, observation guidelines, and a questionnaire. This study found that 1) The Pancasila Student Profile-Based Community Economy Learning Model to support the Merdeka Curriculum encompassed the following characters: faith in and devotion to God Almighty, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. These Pancasila Student Profile manifested in the planning, implementation, and evaluation stages. In the planning stage, character aspects could be integrated into the lesson plan. During the implementation stage, these characteristics appeared in the hidden curriculum through methods such as the Two Stay-Two Stray cooperative approach. In the evaluation phase, Pancasila Student Profile could be observed through assessments of student attitudes. Obstacles in the Pancasila Student Profile-Based Community Economy Learning Model included: a) the absence of appropriate profile selection for indicators of Pancasila Student Profile in community economy, resulting in all profiles being included; b) some students still struggled to comprehend the instructions of the learning model used in the classroom; c) time management discrepancies between planning and execution due to various factors, such as students arriving late due to previous classes exceeding the allotted time, students not bringing reference books, and uncomfortable room conditions.

Keywords: Pancasila, pancasila student profile-based community economy

1. Introduction

The Faculty of Economics and Business students must be prepared to confront the rapid developments of the era. The changes in the global era have prompted the government's response through the Merdeka Curriculum. The Merdeka Curriculum envisions the advancement of Indonesia, characterized by sovereignty, independence, and having characters, through the nurturing of Pancasila-oriented students. The Pancasila Student Profile *(Profil Pelajar Pancasila - PPP)* is defined as "Indonesian students who are lifelong learners, competent, possess character, and exhibit behavior in accordance with Pancasila values. Higher education institutions need to respond to these changes, as they serve as agents of socialization for business life attitudes and values [1]. To anticipate these challenges, curriculum adjustments, teacher practices, and administrative support for change are necessary [2].

Several studies indicate issues in the socialization of attitudes and values. Economists and economics students are more likely to exhibit various morally "downgrading" behaviors, both in controlled laboratory environments and in the outside world [3]. Economic students are often perceived as less cooperative compared to students from other disciplines [4]. Meanwhile, economics not only predicts but also shapes social phenomena in line with its values, thereby understanding how these values are socialized to determine informed, purposeful, and responsible academic policy implementation in business education. [5].

Present-day educators tend to steer learners towards competitiveness in the global era. Competition without networking will ultimately lead to mere defeat. When individuals solely strive for maximum income without considering the rights of others, they will likely employ any means to achieve maximum profit. These individuals will likely enjoy the fruits of their efforts without considering the interests of others. In the short term, this decision may benefit them, but in the long run, it will be detrimental as they may lose friends, partners, and relationships that they could have cooperated with. Mutual cooperation and collaboration in social life form a solid foundation for developing togetherness in economic activities. Presently, mutual cooperation is dwindling. The fading of

mutual cooperation, a fundamental aspect of Indonesia's national identity, is a consequence of unbridled neoliberalism.

Research in several countries indicates that economics education in classrooms still relies on concepts rooted in neoliberalism. Neal and Finlay's study [6] demonstrates the prevalence of neoliberal values in Arab countries, as reflected in textbooks and learning resources. Jamil [7] observes the rapid proliferation of American-style management education in Malaysia, and a similar phenomenon also occurs in China. Schidtke and Chen [8] found that China currently lacks a strong philosophical foundation, as Western philosophy has been adopted by vocational schools to serve economic growth and social improvement. Yet, an individual's philosophical awareness is crucial for learning decisions.

The philosophy of brotherhood, *ukhuwah*, which forms the basis of community economy, has not been extensively explored. This contrasts with the neoliberal doctrine, which emphasizes self-interest and serves as the foundation for competitive economics [9]. According to the Rector of Ahmad Dahlan University (UAD), Kasiyarno, the limited development of Pancasila economics material by academics has led to the current situation where the adopted community economy system remains theoretical, and in practice, we implement a capitalist economic system (Republika, 2017). The Indonesian Rectors Forum (FRI) also encourages universities in Indonesia to incorporate Pancasila economics into their curricula (Solopos, 2017).

Teaching the community economics is essential in universities as it aligns with the principles of national and people-centered doctrines, which is a responsibility of higher education institutions to integrate into their curricula and syllabi to enhance the understanding of Indonesian identity. Swasono explains, "Community economy or grass-roots economy is a derivative of Indonesia's national doctrine" [10].

The dimensions within Pancasila Student Profile encompass faith, piety to the One and Only God, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. These dimensions align with the concept of the community economy. The doctrines of community and nationalism are based on the principle of "power for the people." These values also correspond with fundamental values such as piety, self-reliance, and intellectualism, which are inherent and inspire the entire academic community, as reflected in UNY's strategic plan.

The Merdeka Curriculum envisions the advancement of Indonesia, characterized by sovereignty, independence, and strong characters, through the nurturing of Pancasila students. The Pancasila Student Profile is defined as "Indonesian students who are lifelong learners, competent, possess character, and exhibit behavior in accordance with Pancasila values. In the community economy course, the cognitive, affective, and psychomotor aspects are all considered. The affective aspect, which includes the character of Pancasila student profile, is highly emphasized as it is expected that students can become individuals who have faith, piety to the One and Only God, noble character, global diversity, mutual cooperation, self-reliance, critical thinking, and creativity. While the Merdeka Curriculum has become a national program, learning models that connect Pancasila Student Profile with university education are still limited. On the other hand, Economics and Accounting Education students will serve as examples for the development of the Pancasila Student Profile in high schools. _ The research objectives are as follows: 1)To understand the Pancasila Student Profile-Based Community Economy Learning Model to Support the Merdeka Curriculum; and 2) To identify the obstacles to implementing the Pancasila Student Profile-Based Community Economy Learning Model to Support the Merdeka Curriculum at the Faculty of Economics, Universitas Negeri Yogyakarta (FE UNY).

2. Method

This study utilized the two cycles of the classroom action research method proposed by Kemmis and Taggart. Each cycle comprised four phases, namely: Planning -Action and observation - Reflection. The action and observation phases were combined during implementation, with the researcher also serving as an observer to monitor changes in student behavior. The observations' results were then used for planning the subsequent action phase. The action cycles were carried out continuously until the issue was resolved, and learning outcomes had improved.

3. Results

Cycle 1

A. Planning

In this phase, the researcher prepared the necessary elements for the research, which included the following steps:

1. Developing a lesson plan to serve as a guide for community economy learning that integrates characters of Pancasila Student Profile. Determining the Lesson Plan (RPP).

2. Preparing research instruments, consisting of: Pancasila Student Profile observation sheets and questionnaires.

3. Developing lesson materials and Student Worksheets with a focus on understanding rural development. Selecting the required teaching materials.

4. Collaborating with colleagues to discuss the procedures and execution of classroom learning activities according to the chosen method.

B. Action

In the action phase, the lecturer carried out the planned teaching as designed in the lesson plan. The researcher, in this context, acted as an observer, observing and motivating students during the learning process. However, the research was conducted flexibly and subject to adjustments based on the classroom conditions. This phase comprised the following steps:

1. Introduction
2. Core Activities

The lecturer delivered the lesson content using the TS-TS teaching method, with the following stages:

a) Observation

(1) Students read the content from the community economy textbook, then presented it to their expert group, and subsequently, the expert group shared it with other groups within their respective teams.

Students were presented with news containing community economy content as initial knowledge about the concept of community economy in the rural economics chapter. Students were asked to observe this news.

(2) Group Activity Stage

The lecturer divided the students into heterogeneous groups, with each group consisting of 5 students. The lecturer then distributed the learning material handouts and student worksheets. Afterward, students learned about the material within their respective groups.

b) Questioning

Students wrote down the things they wanted to know and questions related to the material they had learned on the worksheets distributed in the previous stage. Students engaged in a question-and-answer session.

c) Gathering Information

The groups were split into two, with some participants remaining within their groups, and others seeking information from other groups. At this stage, students began searching for information from sources other than the textbook, including the internet or fellow group members. Students sought information from other groups related to their questions.

d) Analysis

Students analyzed various information from different sources and then analyzed each question.

e) Communication

(1) Presentation Stage

The groups presented the results of their group discussions to other groups. During this stage, other groups were allowed to ask questions or provide additional information.

(2) Confirmation Stage

In this stage, the lecturer provided confirmation of materials presented by the presenter group. The lecturer also gave additional answers to students' questions.

(3) Conclusion

In this stage, the lecturer and students summarized the material they had learned. Subsequently, students completed evaluation questions to assess their understanding of the presented material. The teacher then introduced the material to be covered in the next meeting.

c. Observation

During this phase, the researcher conducted observations during the learning process and recorded students' actions on observation sheets. The strengths and weaknesses of the action phase were also observed. The observations and documentation focused on aspects of the Pancasila Student Profile and students' affective learning outcomes. The results of these observations served as material for the Reflection phase.

During the content related to rural development, the lecturer also discussed the Pancasila student profile , considering that the students would become future educators. The lecturer inquired whether any students were already familiar with the Pancasila Student Profile. Students collectively responded that they were not familiar, prompting the lecturer to write information about the Pancasila Student Profile on the whiteboard.

d. Reflection

In the Reflection phase, discussions were conducted between the researcher and the relevant lecturer regarding the observation sheets that had been prepared. The observation results were used to evaluate the implementation of Pancasila Student Profile--based community economy learning. After identifying the issues, follow-up actions were planned to address the emerging problems.

The reflection results indicates that the learning process had progressed well, but there was room for improvement in time allocation. The lecturer also needed to establish connections between the course content and the Pancasila Student Profile.

Cycle 2

a. Planning

In this phase, the researcher prepared the necessary elements for the research, as in the first cycle. This included the lesson plan, observation sheets, and questionnaires.

1. Lesson materials and student worksheets with a focus on understanding community economy empowerment were developed. For this meeting, the number of questions was reduced to only three. The researcher also selected the required teaching materials.

2. She also collaborated with colleagues to discuss the procedures and execution of classroom learning activities according to the chosen method.

b. Action and Observation

Introduction

- The lecturer checked the students' readiness.

- The lecturer invited students to pray.

- The lecturer invited students to cheer when asked, "How are you? Healthy?" to which they responded, "Physically healthy, mentally healthy, economically healthy," while raising their hands.

- The lecturer conveyed the course objectives and the main topics to be discussed.

In this stage, the lecturer greeted the students, checked the attendance, conducted an opening activity with the students, and provided an overview of the teaching method to be used, which was TSTS.

Presentation

The lecturer delivered the community economy learning material that integrated the Pancasila Student Profile using the TSTS teaching method. The process unfolded as follows:

a) Observation

(1) Students from Group 8 conducted a presentation on community economy empowerment. Other students were asked to pay attention to the presentation.

 (2) Group Activity Stage

The lecturer divided the students into nine small, heterogeneous groups, with each group consisting of 4 students. Students discussed the questions, which were displayed on the screen.

b) Questioning

Students wrote down what they wanted to know and ask about the material presented on the screen. Each group wrote their questions on paper, and the presenting group copied them on the front board. Each group could freely ask questions. Then, three questions were chosen. _ Two groups would receive the same question, and each group worked on one question.

c. Gathering Information

In this stage, the "staying" and "straying" process began. Each group was divided into two teams: the "stay" team (consisting of two members) and the "stray" team (also consisting of two members). The "stay" team explained their group's discussion result to other groups, while the "stray" team visited other groups to obtain information.

After ten minutes, they exchanged to find answers. Once they answered the questions, they returned to their respective groups. They needed to manage time and group members efficiently, deciding who would gather information for a particular question, for instance, assigning one person to answer question number one.

d) Analysis

At this stage, each "stray" team returned to their group and discussed and explained the outcomes of their discussions when visiting other groups. Students gathered information from other groups and then analyzed it. Transcribing answers from expert groups took a long time, so some students took photos of the answers, but the drawback was that they tended to copy and paste. The lecturer emphasized the importance of paraphrasing existing answers.

e) Communication

(1) Presentation Stage

Representatives from the groups went to the front of the class and presented the outcomes of their group discussions to other groups. During this stage, other groups were allowed to ask questions or provide additional information. In the final session, three groups that had completed their discussions were selected for a further discussion. Representatives from these three groups came forward to provide answers. The answered questions were returned to the questioners. There was ongoing discussion between the question-asking groups and the groups providing answers, making the discussion lively.

(2) Confirmation Stage

In this stage, the lecturer provided confirmation of materials presented by the presenter group. The lecturer also gave additional answers to students' questions. The lecturer emphasized the correct answers given by the students.

Conclusion

a)   The lecturer summarized the meeting.

b)   Students answered the quiz questions posed by the lecturer in groups.

c)   Each student group received colored sticky notes.

d)   The lecturer presented questions via a PowerPoint presentation, and when a group had an answer, one person from that group came forward to stick their answer on the board.

e)   Three answers were displayed,

f)   and students were limited to answering two numbers each. Only one group answered correctly. Students, especially when answering the task related to the Rural Bank, tended to answer incorrectly. The lecturer confirmed what had led the student to answer correctly, and the student explained that they had previously written a paper about rural bank, so they understood the rural bank's tasks and connected it to the lecture.

g)   The lecturer provided a review of the lecture's implementation

h) and emphasized the empowerment mission outlined in the book, which consists of awareness, Organization, Cadreship (training), Technical Support, and System Management.

i) The lecturer stressed that in the concept of community economy, empowerment includes the empowerment of micro, small and medium-scale enterprises (MSMEs), cooperatives, and the community in general.
Stakeholders involved in this process include community leaders, state-owned enterprises (SOEs), private enterprises, and the banking sector.

c. Reflection

In the second cycle, the participants' engagement became more even. The Pancasila student profile began to emerge, particularly in terms of independence, creativity, and global diversity. There were no latecomers, and the students had a better understanding of the Pancasila student profile. The following are responses from the students when asked to write about the Pancasila student profile observed during the learning:

The Pancasila student profile that emerged during this discussion includes critical thinking, as students were asked to respond and ask questions within a limited time with unfamiliar material. They also demonstrated mutual cooperation in discussing and solving the many issues to be discussed. Their noble character was evident as they began the lesson with a greeting and prayer, using polite and courteous language. Group 2: Noble character: The lesson began with greetings and prayer, independence: expressing opinions and solutions independently, mutual cooperation: working together and dividing tasks in discussions and learning activities, critical thinking: offering objections and opinions to one another, answering and asking questions based on existing reality, creativity: using diverse examples and producing solutions. Group 3: The most prominent aspects were cooperation in searching for answers and discussing, critical thinking, answering questions from other groups, noble character, ethical behavior, and polite manners. Group 4: Critical thinking: Learning today involved analyzing problems, answering questions, and expressing opinions, cooperation: carried out during discussions to solve problems by working together within the group. Group 5: Global diversity: showing mutual respect and listening to others' opinions, cooperation: in this discussion, students assisted each other and built cooperation within the group to achieve desired goals, critical thinking: the ability to think critically and respond quickly in answering questions and posing questions, creativity: they were creative in discussions by seeking innovations for economic issues in Indonesia.Group 6:Noble character: The lesson began with greetings and prayer, independence: expressing opinions and solutions independently, mutual cooperation: working together and dividing tasks in discussions and learning activities, critical thinking: offering objections and opinions to one another, answering and asking questions based on existing reality, creativity: using diverse examples and producing solutions. Group 7: The most prominent aspects were cooperation in searching for answers and discussing, critical thinking, answering questions from other groups, noble character, ethical behavior, and polite manners.Group 8: Critical thinking: Learning today involved analyzing problems, answering questions, and expressing opinions, cooperation: carried out during discussions to solve problems by working together within the group. Group 9: Global diversity: showing mutual respect and listening to others' opinions, cooperation: in this discussion, students assisted each other and built cooperation within the group to achieve desired goals, critical thinking: the ability to think critically and respond quickly in answering questions and posing questions, creativity: they were creative in discussions by seeking innovations for economic issues in Indonesia.

4. **Discussion**

Based on the questions and observations regarding the Pancasila Student Profile, the following results were obtained: According to the Pancasila Student Profile questionnaire, the highest level of good moral conduct is categorized as "very good." Thus, students feel that community economy learning encourages them to engage in good deeds towards fellow human beings. For instance, it enables them to reduce economic disparities by helping the poor and needy.

Regarding the global diversity aspect of the Pancasila Student Profile, the majority of students fall into the "very good" category, comprising 53 students (59.6%). Thus, students feel that community economy education motivates them to exhibit tolerance towards religious, ethnic, racial, and cultural differences.

In terms of the self-reliance dimension of the Pancasila Student Profile, the highest category is "very good," with 45 students (50.6%). This indicates that students believe community economy learning fosters self-reliance and the ability to learn independently, such as seeking additional reference materials. However, students occasionally forget to bring their community economy textbooks, but some take the initiative to photograph the book. When requested by the lecturer to access their books, they do so through their mobile phones.

Students also encounter difficulties when discussing community economic issues, as evidenced by the survey, where most of them are still categorized as "good." Twelve students remain in the "fair" category.

In the aspect of mutual cooperation, the highest category is "very good," consisting of 45 students (50.6%). Consequently, students feel that community economy learning encourages them to engage in mutual cooperation. They willingly collaborate within their groups and with other groups. Observations also indicate their ability to learn in group settings. For instance, when working on assignments, they are expected to seek information from other groups, and students do so without hesitation or selecting specific peers. In the context of community economy materials, the lecturer emphasizes the significance of mutual cooperation as the nation's identity. She emphasizes the interdependence of individuals within their communities and the general populace to meet their needs. Mutual cooperation is exemplified in communities where people assist one another during events, funerals, or natural disasters.

In the aspect of critical thinking, the highest proportion falls into the "good" category, with 43 students (48.3%). Consequently, students believe that community economy education encourages them to engage in critical thinking. They attempt to question government policies they perceive as not being pro-people. According to lecturer's observations, students were consistently encouraged to express their opinions freely, even if they differ from the textbook or prevailing beliefs. She stresses the importance of students being courageous in speaking and expressing their views, provided that it is based on rationality rather than egoism. An example of a critical question from students is, "Who is responsible for the sustainability of community economic development, given that with each change of government, there is a change in rural community economic policies?"

Based on the data presented, the most prevalent profiles rated as "very good" are noble character/good behavior and global diversity (53 students), followed by creativity (45 students), independence and mutual cooperation (45 students), and critical thinking (43 students).

Issues arising in community economy stem from students' questions during discussion sessions. Other students respond by providing their arguments after group deliberation.

In this method, students are granted the freedom to contemplate the subject matter, aligning with Manalu, J. B., et al.'s research (2022), which suggests that the concept of the Merdeka curriculum nurtures intellectual independence. Intellectual freedom is determined by the teacher, making the teacher a pivotal figure in educational success. A notable advantage of the discussions is that students use their smartphones to record the discussions.

Obstacles in the Pancasila Student Profile-Based Community Economy Learning Model: The selection of the appropriate profile for indicators of Pancasila Student Profile. The instruments used in this study employed five profiles with relatively simple indicators.

Some students do not fully understand the learning model instructions used in class.

Inadequate time management due to various factors, such as students arriving late, not bringing reference books, and uncomfortable classroom conditions.

Critical questions from students serve as the basis for classroom discussions. Students are encouraged to answer freely and responsibly. These questions are continually developed in classroom discussions.

In the creative profile, the highest proportion falls into the "good" category, with 46 students (51.7%). Thus, students believe that community economy education motivates them to be creative. They are capable of offering solutions to community economic problems in Indonesia from a different perspective than other nations. For example, addressing poverty in Indonesia is inherently different from addressing poverty in other countries due to the intertwining of poverty issues with the ideology and cultural background of each nation.

Based on the data presented, the most prevalent profiles rated as "very good" are noble character/good behavior and global diversity (53 students), followed by creativity (45 students), independence and mutual cooperation (45 students), and critical thinking (43 students).

Challenges in the community economy learning originate from students' inquiries during the discussion sessions. Other students respond by providing their arguments after group deliberation.

In this approach, students are granted the freedom to contemplate the subject matter, aligning with Manalu, J. B., et al.'s research (2022), which suggests that the concept of the Merdeka curriculum nurtures intellectual independence. The teacher plays a crucial role in determining intellectual freedom, making them a cornerstone of educational success. A notable advantage of the discussions is that students use their smartphones to record the discussions.

Obstacles in the Pancasila Student Profile-Based Community Economy Learning Model include:

a. The selection of the appropriate profile for indicators of Pancasila Student Profile. The instruments used in this study employed five profiles with relatively simple indicators.

b. Some students do not fully understand the learning model instructions used in class.

c. Inadequate time management due to various factors, such as students arriving late, not bringing reference books, and uncomfortable classroom conditions. Students also encounter challenges in understanding "TS TS," and there is a need for modifications to "type TS-TS."

5. Conclusion

a. The Pancasila Student Profile-Based Community Economy Learning Model to Support the Merdeka Curriculum is evident throughout the planning, implementation, and evaluation phases. In the planning phase, character aspects can be incorporated into the lesson plan. During the implementation phase, these characteristics may manifest through the hidden curriculum, depending on the methods employed, such as the Two Stay Two Stray cooperative method. In the evaluation phase, Pancasila Student Profile may emerge from assessments of students' attitudes.

b. Challenges in the Pancasila Student Profile-Based Community Economy Learning Model:

   1) The selection of the appropriate profile for indicators of Pancasila Student Profile. The instruments used in this study employed five profiles with relatively simple indicators.

   2) Some students do not fully understand the learning model instructions used in class.

   3) Inadequate time management due to various factors, such as students arriving late, not bringing reference books, and uncomfortable classroom conditions.

6. Recommendation

At the beginning of the academic year, several suitable characters of Pancasila Student Profile should be chosen for each subject matter, rather than all of them. The most dominant character should be selected.

This model can be further developed in different classes for subjects in education and economics.

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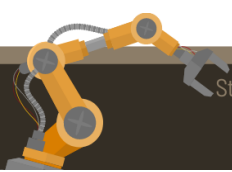
AWARENESS OF HISTORY AND STUDENT LEARNING STYLES IN FORMING AN ATTITUDE OF PRESERVING HISTORICAL HERITAGE IN AMBARAWA CITY

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Abstract

This study aims to explore the factors that influence students' attitudes toward preserving historical heritage. The factors studied included historical thinking, historical awareness, and students' learning styles. The research method used was a survey of 200 students in three secondary schools in Indonesia. The results showed that the factors of historical thinking, historical awareness, and students' learning styles had a significant relationship with students' attitudes toward preserving historical heritage. Students who are more active in thinking historically and have a higher historical awareness tend to have a more positive attitude toward preserving historical heritage. In addition, students' learning styles also have an influence, where students who have a more visual learning style tend to have a more positive attitude towards preserving historical heritage.

Keywords : Historical Thinking, Historical Awareness, Learning Style, Preserving Historical Heritage.)

1. Introduction

Indonesia has a diverse and important cultural and historical heritage. However, recent research shows that many Indonesian students have little understanding of history and lack awareness of the importance of preserving their heritage. Factors such as a lack of historical thinking skills and ineffective learning styles can exacerbate this situation.

To address these issues, history education and the development of historical awareness in Indonesia need to receive greater attention. While previous research has shown that the use of technology in history learning and the development of historical thinking skills can improve students' understanding of history and increase their awareness of the importance of preserving historical heritage, there is still little research exploring the relationship between these factors and how they can influence students' attitudes towards preserving historical heritage in Indonesia. Therefore, this study aims to fill that knowledge gap by analyzing the factors of historical thinking, historical awareness, and students' learning styles in shaping attitudes towards preserving historical heritage in Indonesia.

Historical heritage is a very important cultural heritage for the nation and state. However, previous research shows that many students do not have a positive attitude toward preserving historical relics. For example, research by Setiawan and Hartanto (2018) found that in Indonesia, only around 50% of students have a positive attitude toward preserving historical relics. Research also shows that certain factors can influence students' attitudes toward preserving historical relics. For example, research by Arslan (2019) showed that students' participation in history-related extracurricular activities can increase students' interest and awareness towards preserving historical heritage. This indicates that factors outside the classroom and formal curriculum can have an important influence on students' attitudes toward preserving historical relics. It has been argued that other factors can influence students' attitudes toward preserving historical heritage in various countries around the world. For example, research by Tuncer and Demir (2019) in Turkey found that the use of information and communication technology in history learning can increase students' awareness and interest in preserving historical relics. This shows that the use of technology in learning can be an important factor in shaping students' attitudes toward preserving historical heritage. Research by Verma (2018) in India shows that the role of teachers in developing historical understanding and the importance of preserving historical heritage is very important. In the study, teachers who have a good knowledge of history and develop interesting learning strategies can influence students' attitudes toward preserving historical heritage. Research by Park and Park (2020) showed that a student-centered learning approach and attention to students' learning styles can increase students' motivation to learn history and preserve historical heritage.

Therefore, this study will explore the factors that influence students' attitudes toward preserving historical relics by considering the factors of historical thinking, historical awareness, and the learning styles of students in Indonesia. Research by Siregar (2019) found that the lack of attention and funds provided by the government in

preserving historical relics can affect students' attitudes toward preserving historical relics. Based on these studies, it can be concluded that there are various factors that influence students' attitudes toward preserving historical heritage. Therefore, this study aims to explore the factors that influence students' attitudes toward preserving historical relics by considering the factors of historical thinking, historical awareness, and learning styles of students in Indonesia.

A literature review is an important part of a research article. In the literature review, the author will show a broad and deep understanding of the topic under study. In this article, the literature review will discuss some of the literature relevant to the factors that influence students' attitudes toward preserving historical heritage.

One of the studies relevant to this topic is the study by Lee and Kang (2019) which showed that students' emotional intelligence and spiritual intelligence can influence their attitudes toward preserving historical relics. This research suggests that factors not directly related to learning history, such as emotional intelligence and spiritual intelligence, can play an important role in shaping students' attitudes toward preserving historical heritage.

Research by Dariano et al. (2021) is also relevant to this topic, which shows that students' involvement in social activities and activities related to culture and history can influence their attitudes toward preserving historical relics. This suggests that factors related to students' social lives can also play an important role in shaping their attitudes toward preserving historical relics.

Research by Junaidi and Fauziah (2018) shows that innovative and creative history learning can increase students' interest and awareness of preserving historical heritage. This research emphasizes the importance of developing creative and innovative learning methods in shaping students' attitudes toward preserving historical heritage.

In addition, research by Suprihatin (2017) shows that students' knowledge of history and historical heritage is an important factor in shaping their attitudes toward preserving historical heritage. This research emphasizes the importance of developing comprehensive and targeted curriculum and learning materials in developing students' knowledge of history and heritage.

Overall, this literature review shows that the factors that influence students' attitudes toward preserving historical heritage are very diverse, from factors related to emotional and spiritual intelligence, students' social activeness, and innovative and creative learning methods, to students' knowledge of history and historical heritage. Therefore, this research will delve deeper into these factors in the Indonesian context.

2. Method

The method used in this research is a descriptive quantitative method with a cross-sectional approach. The samples in this study were high school students in Ambarawa City who had studied history for at least one school year. Sampling was done by purposive sampling with inclusion criteria, namely, students who are active in learning history and willing to participate in the study..

Data were collected using a questionnaire consisting of three parts, namely historical thinking factors, historical awareness, and student learning styles. The validity of the questionnaire was tested using content validity techniques and construction validity techniques with factor analysis. The reliability of the questionnaire was tested using Cronbach's alpha.

Data analysis was conducted using descriptive and inferential statistical techniques, namely multiple linear regression analysis to examine the influence of historical thinking, historical awareness, and student learning styles on attitudes toward preserving historical heritage. In addition, Pearson correlation analysis was also conducted to see the relationship between these variables.

In addition, in collecting data, observations were also made of history learning activities in the sample classes. Observations were made to see how teachers integrated the values of preserving historical heritage into history learning and how students responded.

In data processing, the data normality test was conducted using the Kolmogorov-Smirnov test, and the data homogeneity test using the Levene test. Furthermore, data analysis was carried out using the statistical software SPSS version 25.0 for Windows.

This study used a cross-sectional approach that only showed the relationship between variables at the time the research was conducted, so the results of this study cannot be generalized to a larger population. In addition, the existence of other factors that were not measured in this study may affect students' attitudes toward preserving historical heritage. Therefore, further research can be conducted by considering these factors.

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3. Results & Discussion

The results of this study indicate that the factors of historical thinking, historical awareness, and student learning styles together have a positive and significant effect on attitudes toward preserving historical heritage. This can be seen from the R Square value of 0.573, which shows that these factors can explain 57.3% of the attitude variable to preserve historical relics.

In addition, the results of Pearson correlation analysis show that historical thinking, historical awareness, and student learning styles have a positive and significant relationship with the attitude of preserving historical heritage. The historical thinking factor has a correlation of 0.630, historical awareness has a correlation of 0.526, and students' learning styles have a correlation of 0.404 with the attitude of preserving historical heritage.

From the observations made, it was also seen that history learning activities that integrate the values of preserving historical heritage and involve students actively can increase students' awareness and attitudes towards preserving historical heritage. This shows that the importance of the teacher's role in shaping students' attitudes towards preserving historical heritage.

Based on the results of the study, it can be concluded that the factors of historical thinking, historical awareness, and student learning styles have a significant influence on attitudes toward preserving historical heritage. With a positive awareness and attitude towards preserving historical heritage, it is hoped that students can become agents of change in preserving and defending the nation's cultural and historical heritage.

This research also shows that history learning activities that integrate the values of preserving historical heritage and actively involve students can increase students' awareness and attitudes towards preserving historical heritage. Therefore, it is expected that teachers can improve the quality of history learning by integrating the values of preserving historical heritage and involving students actively in the learning process.

However, there are several limitations to this study. First, this study was only conducted on high school students in Ambarawa City, so the results of the study cannot be generalized to a larger population. Second, this study only used a cross-sectional approach that only showed the relationship between variables at the time of the research. Therefore, further research can be conducted using a longitudinal approach to see changes in student's attitudes toward preserving historical heritage over a longer period of time.

Furthermore, the results of this study show that the factors of historical thinking, historical awareness, and student learning styles together have a positive and significant effect on attitudes toward preserving historical heritage. This indicates that students who have good historical thinking skills, high historical awareness, and learning styles that support historical learning, tend to have a positive attitude toward preserving historical heritage.

Historical thinking, which includes the ability to analyze and understand the historical context as well as compile a chronology of historical events, has been shown to have a high correlation with attitudes toward preserving historical relics. Good historical thinking skills can help students understand the importance of historical heritage and motivate them to preserve it.

In addition, the results also show that history learning activities that integrate the values of preserving historical heritage and actively involve students can increase students' awareness and attitudes towards preserving historical heritage. In this case, the role of the teacher is very important in developing effective history learning and oriented to the needs of students.

In the context of Indonesia, with its rich culture and diverse history, historical heritage is an invaluable asset. Therefore, efforts to preserve historical heritage are very important so that it is not lost and can continue to be passed on to future generations. This research is expected to contribute to developing effective history learning that is oriented toward students' needs to preserve historical heritage.

Discussion is an important part of a study because here researchers can present the findings and conclusions obtained from the research results. Based on the results of the research that has been conducted, historical thinking factors, historical awareness, and student learning styles together have a positive and significant effect on attitudes toward preserving historical heritage.

Good historical thinking skills can help students understand the importance of historical heritage and motivate them to maintain and preserve it. Therefore, the role of teachers is crucial in developing effective and needs-oriented history learning.

However, this study has limitations in terms of the sample used. The sample used in this study consisted of high school students in certain regions only, so the results of this study cannot be generalized to all high school students in Indonesia. In addition, this study also only observed the relationship between historical thinking

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factors, historical awareness, student learning styles, and attitudes towards preserving historical heritage without involving other variables such as culture, religion, and the environment.

Therefore, further research can be conducted with a larger sample and involve other variables. In addition, research can also be conducted in various regions in Indonesia to obtain a broader picture of the relationship between historical thinking factors, historical awareness, student learning styles, and attitudes toward preserving historical heritage in Indonesia.

In addition, future research can combine qualitative and quantitative methods to obtain more complete and accurate data. Qualitative methods can be done with in-depth interviews or observations to obtain data on students' experiences and views on learning history and preserving historical heritage. While quantitative methods can be done by using questionnaires or tests to measure historical thinking factors, historical awareness, student learning styles, and attitudes toward preserving historical heritage.

In addition, research can also involve historians and cultural experts as resource persons to gain a more in-depth perspective on the importance of preserving historical heritage. In addition, research can also pay attention to other factors that influence attitudes toward preserving historical heritage such as economic, political, and social factors. Thus, the research results will be more complete and can contribute to the development of history education in Indonesia and efforts to preserve existing historical heritage.

To expand this research, future studies can involve more other variables that influence attitudes towards preserving historical relics such as cultural, religious, and environmental factors. These factors can be a significant influence on students in determining their attitude toward preserving historical heritage.

In addition, future research can involve more respondents from various regions in Indonesia, not only high school students but also lower or higher levels of education. This will help to obtain a broader picture of the relationship between the factors that influence students' attitudes towards preserving historical heritage. Future research can also involve a variety of data collection methods such as interviews, observations, and case studies. This will help to obtain more qualitative and in-depth data about students' experiences in learning history and their attitudes towards preserving historical heritage.

Finally, future research can look further into the impact of students' heritage preservation attitudes on the wider community and national development. As a country rich in history and culture, efforts to preserve historical heritage are very important to maintain national identity and achieve sustainable development. Therefore, research on the attitude toward preserving students' historical heritage can be an important consideration in formulating sustainable national development policies.

4. Conclusion

Based on the results of the study, it can be concluded that the factors of historical thinking, historical awareness, and student learning styles have a significant influence on student attitudes toward preserving historical heritage. Students who have a high level of historical awareness and historical thinking, and have a learning style that is suitable for learning history, tend to have a more positive attitude toward preserving historical heritage.

This shows that good and effective history learning can influence students' attitudes toward preserving historical heritage. Therefore, history education should continue to be well developed and conducted with appropriate methods to ensure that students can gain a good knowledge of history and develop positive attitudes towards preserving historical relics. Future research can involve more other variables and respondents to obtain a more complete picture of the factors that influence students' attitudes towards preserving historical heritage. Thus, the results of this study can make a significant contribution to the development of history education and efforts to preserve historical heritage in Indonesia and other countries.

In this study, it was found that the factors of historical thinking, historical awareness, and students' learning styles affect students' attitudes toward preserving historical heritage. The factors of historical thinking and historical awareness have a positive influence on students' attitudes, which indicates that understanding and awareness of historical values can influence students' attitudes toward preserving historical heritage. In addition, students' learning styles were also found to influence students' attitudes toward preserving historical heritage. Students with visual and kinesthetic learning styles tend to have more positive attitudes toward preserving historical heritage compared to students with auditory learning styles. This research also has important implications for history curriculum development. Appropriate learning strategies are needed that can facilitate students with different learning styles to gain a good understanding of history and develop positive attitudes toward preserving historical heritage.
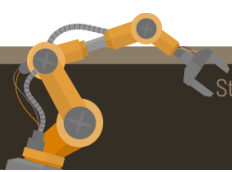
The results of this study can serve as a basis for educational policymakers in formulating better and more effective history learning strategies and programs. Good and effective history education can help develop students' awareness and appreciation of historical heritage, thus facilitating efforts to preserve historical heritage for future generations.

Finally, the results of this study also have important value for developing public awareness about the importance of preserving historical heritage. Historical relics are an important part of the nation's identity and heritage, therefore, any efforts made to preserve them will provide long-term benefits for the community and the nation as a whole.

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PEDAGOGICAL CONTENT KNOWLEDGE ABILITY OF HISTORY TEACHER CANDIDATES IN HISTORY EDUCATION STUDY PROGRAM, FACULTY OF SOCIAL AND POLITICAL SCIENCES UNY

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Abstract

Pedagogical Content Knowledge (PCK) of prospective teachers is one of the most important things because it can provide an overview of the pedagogical competence and mastery of learning materials of a prospective teacher before implementing learning in the school where they will teach later. This study aims to obtain an overview of the PCK profile of history students (prospective teachers) in the History Education Study Program of FISHIPOL UNY. This research uses a qualitative approach with descriptive methods to describe the profile of PCK abilities of prospective history teachers. The subjects of this study were students of the History Education Study Program who took the Microteaching course in the odd V semester of 2022/2023, in 2 study groups. The instrument for collecting data on the PCK abilities of prospective history teachers using CoRe (Content Representation) and PaP-eR (Pedagogical and Professional-experience Repertoire). This research is expected to provide information related to the quality of prospective history education teachers and can also provide information related to obstacles and obstacles that may require more attention in order to be resolved and improved. In this study, an analysis will be carried out related to the profile of PCK abilities of prospective history teachers in microteaching courses in the History Education study program, FISHIPOL, UNY.

Keywords: Pedagogical Content Knowledge, prospective teachers, history learning

1. Introduction

Every educational study program must strive to prepare prospective teacher students to become professional educators. This effort is carried out through the learning process, education, and training for the teaching profession. The Independent Campus Learning Curriculum provides more exploration space for students to gain more experience through practical activities, especially for educational study programs, learning practices are one of the priorities. The profile of graduates of the History Education study program is to prepare prospective educators in the field of history who master the content (material) well balanced with mastery of qualified pedagogical concepts.

In order to prepare graduates as targeted in the description of the graduate profile, before teaching practice there is a Microteaching course that must be taken by students before going to the field to participate in Educational Practices (PK) activities in schools. Microteaching courses are compulsory (2 credits), and must be passed. The course provides prospective teachers with basic provisions on how to design and implement effective learning. That in the learning process teachers not only master pedagogical knowledge, but it is also important to master content knowledge (Shulman, 1987). Content knowledge and pedagogical knowledge must be combined in learning to create new knowledge, commonly known as Pedagogical Content Knowledge (PCK).

Shulman (1986) defines PCK as knowledge about how to teach a subject acquired through learning and teaching experiences. Magnusson et al. (1999) defined PCK as knowledge about how students understand certain subject matter and how to teach that material in an effective way. Meanwhile, Koehler and Mishra (2005) describe PCK as a teacher's ability to integrate technology in teaching that is based on a deep understanding of subject matter, teaching strategies, and the use of technology. Thus, Pedagogical Content Knowledge (PCK) is a concept used in education to explain the knowledge possessed by teachers about how to teach certain material so that it can be better understood by students. PCK involves a deep understanding of subject matter, how to teach effectively, and how students understand and respond to subject matter. PCK is a concept of thinking that provides an understanding that teaching science is not enough to understand the content of the material (knowing science) but also must understand how to teach (how to teach). According to Grossman (1992), Pedagogical Content Knowledge (PCK) is defined as a synthesis of three areas of knowledge, namely content knowledge, pedagogical knowledge, and contextual knowledge. Teachers must have knowledge about learners, curriculum, learning strategies, assessment, so that they can transform science knowledge effectively. Research results have shown that one possible factor to improve teachers' abilities is by enriching PCK (Loughran et al., 2012). PCK has been
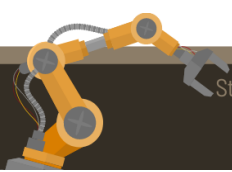
defined as knowledge that enables teachers to transform their knowledge of the subject into something accessible to their students (Saeli et al., 2011).

The combination of content knowledge and pedagogical knowledge built over a period of time based on experience can produce professional teachers. Teachers are professional educators who require minimum expertise and skills according to standards and competencies as stated in Government Regulation No. 19 of 2005 concerning national education standards. That a teacher must have pedagogical, personality, professional, and social competencies. Thus, prospective teachers need to be equipped with the ability to teach by integrating skills such as: utilizing the classroom environment, media, using LKPD, making reflective journals, and integrating character in subject matter. Pedagogical and professional competencies must be mastered by teachers in the learning process. The complexity of PCK and how this type of knowledge is derived from other types of knowledge such as subject matter knowledge, knowledge about students, context knowledge (including curriculum), and pedagogical knowledge (Gomez, 2020). The results of observations made in student teaching practices in microteaching lectures show several obstacles, such as mastery of material that is still lacking or not deep, coverage of material that is still shallow, and misconceptions found in teaching. In addition, there is still a weak understanding of the curriculum, indicated by the mismatch between indicators in achieving Basic Competencies (KD), and the utilization of media that is not optimal.

The pedagogical content knowledge (PCK) profile of prospective teachers is an important thing as an initial picture of pedagogical competence and mastery of material from prospective teachers before carrying out teaching practice or the actual learning process in schools. PCK is understood as specific teacher knowledge on a particular topic that involves the transformation of content and pedagogical knowledge into instruction (van Dijk, 2009). This study aims to obtain an overview of the PCK profile of history students (prospective teachers) in the History Education Study Program of FISHIPOL UNY. The picture is expected to provide information related to the ability of prospective teachers who have excelled, or on the contrary, still need attention to be improved and improved. This research will analyze the profile of PCK abilities of prospective history teachers in Microteaching lectures in the History Education Study Program.

2. Method

This research uses a qualitative approach with descriptive methods to describe the profile of PCK abilities of prospective history teachers. The subjects of this study were History education study program students who took the Microteaching course in the odd V semester 2022/2023, in 2 study groups. The instrument for collecting data on the PCK abilities of prospective history teachers using CoRe (Content Representation) and PaP-eR (Pedagogical and Professional-experience Repertoire) (Loughran et al., 2001).

Descriptive analysis was conducted on the data obtained from the interviews. The results of CoRe and PaP-eR were analyzed on several aspects to obtain a profile of PCK ability. The aspects used to analyze the PCK of prospective history teachers are: selection of KD and teaching materials, the number of big ideas of teaching materials, time management, class management, mastery of materials, selection of teaching strategies, and selection of learning media. The PCK data of the prospective teachers were then analyzed descriptively by percentage.

Data sources can be obtained through classroom observations, interviews with history education study program students who conduct microteaching, questionnaires, video recording documentation, documentation of learning tools and the use of learning media. The data collection techniques used include observation, interviews, and documentation. Participatory observation technique involves the researcher taking part in the observed activities. This technique allows researchers to gain a deeper understanding of the context in which the activities are carried out, as well as obtain information about the PCK abilities of prospective history subject teachers. Interviews will be conducted using semi-structured interviews. This technique involves the use of a pre-prepared list of questions and allows for the use of additional questions or topic expansion by the researcher during the interview. This technique can produce more in-depth qualitative data. Documentation was conducted to collect and review research data using written sources and electronic documents. Documentation can also be done through taking photos during research activities and supported by other archives. In addition, the documentation of this research can be obtained through lesson plans, syllabus, media, materials, and teaching materials, as well as evaluation documents of prospective history subject teachers.

This research uses data triangulation and self-validation techniques. Researchers used source triangulation to obtain correct information by using different sources to check the truth of the information obtained. Meanwhile, independent validation is related to the researcher's policy in determining the achievement of field data. The data analysis technique of this research uses the interactive model data analysis technique proposed by Mathew B. Miles & A. Michael Huberman which consists of several stages, including data collection, data reduction, data presentation, and conclusion drawing.
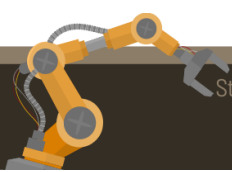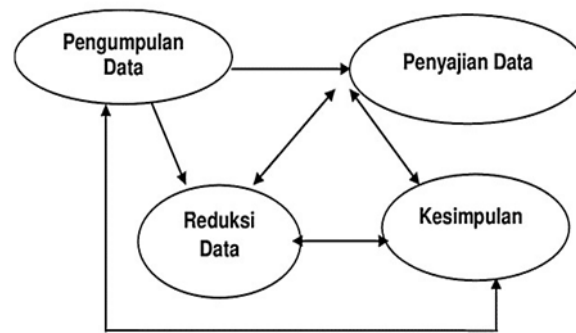
Picture 1. Miles and Huberman Interactive Model Data Analysis Technique

3. Results and Discussion

Based on the source of data obtained from the research subjects, namely students / prospective history teachers of the History Education Study Program, FISHIPOL UNY, obtained good results. The results of the data obtained have been said to be able to use Pedagogical Content Knowledge (PCK) to control the classroom as a teacher. Students / prospective history teachers of FISHIPOL UNY who have learned and understood the concept of Pedagogical Content Knowledge (PCK) have 71.5% where the remaining 28.5% are trying to find out, learn and understand the concept. This is evidenced by a poll that produced an answer where 57.1% strongly agreed and 42.9% agreed that the belief of prospective history teachers of FISHIPOL UNY that having Pedagogical Content Knowledge (PCK) is important in undergoing the profession as a history teacher. So it can be concluded that the ability of Pedagogical Content Knowledge (PCK) must be owned by prospective history teachers because it is very important to control the class so that students are able to receive the knowledge taught by the teacher maximally and effectively. Through the ability of Pendagogical Content Knowledge (PCK) possessed by prospective history teachers, it is expected to be able to make students more interested in learning history subjects and be able to erase the statement that history teachers are very monotonous because they teach boring material.

As prospective history teachers who already know that there is a boring statement in history subjects must turn it into an interesting subject. Through lesson planning based on Pedagogical Content Knowledge (PCK), of course, it must be accompanied by confidence in the teacher. In this study, 71.5% of prospective history teachers of FISHIPOL UNY have expressed confidence in planning lessons based on Pedagogical Content Knowledge (PCK), as many as 14.25% feel not too confident because they have not experienced doing and implementing learning based on Pedagogical Content Knowledge (PCK), the remaining 14.25% feel less confident because they do not understand how to apply Pedagogical Content Knowledge (PCK) in the learning process. However, in the voting results that prospective history teachers of FISHIPOL UNY had 57.1% agreed and 42.9% strongly agreed if they felt confident in planning history lessons based on Pedagogical Content Knowledge (PCK). To gain confidence, of course, a strategy is needed before the learning process is carried out, one of which is by integrating appropriate historical content using Pedagogical Content Knowledge (PCK) teaching strategies. based on the survey, 71.4% of prospective history teachers of FISHIPOL UNY agreed and 28.6% strongly agreed that Pedagogical Content Knowledge (PCK) can help them integrate historical content with appropriate teaching strategies.

FISHIPOL UNY history teacher candidates integrate historical content with teaching strategies using Pedagogical Content Knowledge (PCK) in accordance with the material they will teach. The strategies used are diverse such as applying the Discovery Learning model, using content such as animation, showing movies and using games. The current digital revolution has created new possibilities for teaching and learning, including in history learning (Oattes et al., 2022). In addition, prospective history teachers also realize that before integrating historical content with Pedagogical Content Knowledge (PCK) teaching they first explore the material that will be delivered to students and recognize the characteristics of the class they will teach. Prospective history teachers also realize that the material that has been delivered through learning media such as package books is certainly not enough so they need to provide additional information from other sources and provide assignments in the form of content based on facts in the field so that the correlation between theory and what happens in the real world can be seen.

A total of 57.15 agreed and 42.9% strongly agreed that prospective history teachers of FISHIPOL UNY felt that Pedagogical Content Knowledge (PCK) could help them understand the difference between Content

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Knowledge (CK) and Pedagogical Content Knowledge (PCK). Pedagogical Content Knowledge (PCK) certainly has differences with Content Knowledge (CK), as for the known differences, namely Content Knowledge (CK) is knowledge that must be understood by an educator while Pedagogical Content Knowledge (PCK) is the knowledge of an educator in delivering material or knowledge in the classroom. To develop Pedagogical Content Knowledge (PCK), of course, a strategy that follows curriculum standards is needed. FISHIPOL UNY history teacher candidates use strategies that make students active in the learning process by creating an interesting learning atmosphere for students. In addition, on average, FISHIPOL UNY history teacher candidates will observe student characteristics to determine the concepts to be used during the learning process so that students are able to gain a good understanding of their knowledge. One way to develop Pedagogical Content Knowledge (PCK) learning strategies is to teach skills to students.

The results of the poll survey were 57.1% agreed and 42.9% strongly agreed that Pedagogical Content Knowledge (PCK) was considered helpful in teaching historical skills to students. Teaching historical skills to students by utilizing Pedagogical Content Knowledge (PCK) carried out by prospective history teachers of FISHIPOL UNY, namely making developments in learning models such as role playing for a historical event in order to instill values and provide an imprinting experience for students. Planning relevant learning, presenting interesting material, facilitating student discussion and interaction, providing constructive feedback, and evaluating student understanding. This is in accordance with the opinion expressed by Monte-Sano & Budano (2013), when teachers move from general PCK theory to specific history PCK, innovative studies become very important, where there are four identification of relevant PCK components, namely representing history, transforming history, paying attention to students' ideas about history, and framing history. Connecting one material with another or with historical games is done to students so that the learning process is fun and can be more easily understood. Through the Discovery Learning model and afterwards students will be given time for discussion related to historical learning that has been learned so that students can provide their knowledge related to historical material to other students. Inviting students to learn outside and see the facts in the field then they will match with the theory that has been taught or the theory that has been mentioned in the book. Using the Stad method or students are divided into groups and they discuss and compete with each other, like that. So that in the process they can develop themselves more freely. That is what prospective history teachers of FISHIPOL UNY do to teach historical skills by utilizing Pedagogical Content Knowledge (PCK) to students in class. According to Rieu et al. (2022), the use of Pedagogical Content Knowledge (PCK) in the learning process can help teachers to assess the level of difficulty of the tasks given to students by applying the process of identifying the relevance and integration of information on several features of the task.

The use of Pedagogical Content Knowledge (PCK) can be used to manage the classroom and overcome learning challenges. The survey results said that 71.4% agreed and 28.6% strongly agreed that Pedagogical Content Knowledge (PCK) can help classroom management and can overcome learning challenges. Prospective history teachers of FISHIPOL UNY manage and overcome learning challenges using Pedagogical Content Knowledge (PCK), namely by continuously adjusting materials and learning models that are suitable for students. Finding out the learning problems of students in the classroom which are then studied to get a solution that can be applied or understand the character of the students. This is done to find the right method, one of which is by inviting discussions with students whether they have understood the material that has been taught or not. In addition, combining illustrations of material so that it can be easily conveyed then students are given the opportunity to express their opinions from the perspective they see so that the class runs well in the learning process of discussion material. During the discussion, the role of the teacher becomes the mediator if there are differences of opinion by matching students' opinions with the theory they have. In the survey conducted, 71.4% agreed and 28.6% strongly agreed that Pedagogical Content Knowledge (PCK) plays an important role in helping students to develop a critical understanding of history. The use of technology in history learning based on Pedagogical Content Knowledge (PCK) can also be one of the treatments in managing classroom challenges.

The belief of prospective history teachers of FISHIPOL UNY 71.4% said they agreed and 28.6% said they strongly agreed that the use of technology in learning history can be improved through Pedagogical Content Knowledge (PCK). Prospective history teachers of FISHIPOL UNY integrate technology in learning history based on Pedagogical Content Knowledge (PCK), namely by creating interesting content such as digital content according to student needs. Digital content that can be used in the form of historical movies, Power Point, websites, YouTube video applications, Quiz applications, Podcasts, and other cutting-edge technologies to deliver history learning. To implement it, of course, you must have adequate technology and have the skills to operate the technology. This is done to obtain an efficient learning process so that students are able to understand the material taught. Pedagogical Content Knowledge (PCK) transformation occurs when teachers can interpret topics, find various ways to represent them, and adapt and adjust teaching materials to alternative concepts and students' prior knowledge (Barišić et al., 2019). The learning process can be improved by conducting evaluations to obtain efficient and maximum results. Based on the poll results, 57.1% of prospective history teachers of FISHIPOL UNY agreed, 28.6% strongly agreed and 14.3% disagreed on their ability to evaluate the effectiveness of history

learning based on Pedagogical Content Knowledge (PCK). Prospective history teachers of FISHIPOL UNY evaluate history learning based on Pedagogical Content Knowledge (PCK) using several criteria such as by looking at student learning outcomes and seeing student participation in the learning process. Based on the liveliness of the discussion and students' understanding of the material as evidenced by quizzes or tests. Seeing the extent to which students understand the theory with facts in the field. Make changes to the learning strategy if it is deemed unsuitable for the characteristics of the class. By knowing the characteristics of students through Pedagogical Content Knowledge (PCK) colon history teacher FISHIPOL UNY prepares the material based on the applied curriculum. According to the survey results, 71.4% said they agreed and 28.6% said they strongly agreed that the history teachers of FISHIPOL UNY felt it was important to prepare learning materials according to student characteristics through Pedagogical Content Knowledge (PCK).

Understand the character of students and learn what is suitable to be taught so that the provision of learning is more varied. Using polls aimed at students to find out they are more interested in using appropriate learning media. This is the same as conducting classroom observations to obtain an appropriate learning model. By knowing the characteristics of the students, dividing student characteristics with learning such as visual and audiotic students the material will be given learning interspersed with pictures, videos. While kinesthetic students use game-based learning so that students can gain a good understanding. Prospective history teachers of FISHIPOL UNY 57.1% agreed and 42.9% strongly agreed that they felt the need to adjust teaching strategies based on Pedagogical Content Knowledge (PCK) when facing students with different levels of understanding. To deal with students with different levels of understanding in teaching strategies based on Pedagogical Content Knowledge (PCK), prospective history teachers of FISHIPOL UNY adjust it with a varied learning model. This is based on students' diverse learning styles such as audio, visual, audiovisual and kinesthetic. If most students have a strong understanding then use more complex teaching methods such as reflective discussions or collaborative projects. If there are still students who struggle, then consider more supportive strategies such as direct teaching or peer tutoring. To establish the teaching concept, adjust the level of understanding of the average student. Teachers must also have the ability to convey material in sentences that are easy to understand and create a pleasant classroom atmosphere so as to avoid the impression of monotony or boring. One of the strategies applied in Pedagogical Content Knowledge (PCK) is discussion and interaction between students..

The implementation of student discussions and interactions through Pedagogical Content Knowledge (PCK) must certainly be given adequate facilities by a teacher. A total of 71.4% agreed and 28.6% strongly agreed that prospective history teachers of FISHIPOL UNY felt able to facilitate discussions and interactions between students through Pedagogical Content Knowledge (PCK). Prospective history teachers of FISHIPOL UNY apply learning strategies for student discussion and interaction by providing facilities such as preparing material to be discussed, so that it needs to be analyzed and submitting questions and opinions in the discussion. Providing free discussion space based on material with reliable sources. In the process of finding sources, of course, it is not only limited to books and journals, the teacher provides opportunities for students to use internet technology to facilitate the discussion process. The discussion process will be more interesting if it uses the correlation of how the theory or material is with the actual field conditions. The implementation of the discussion uses a group division method in which each group of students can carry out discussions and give their opinions freely with their peers. To make the discussion process more fun and provide high motivation, it can be done by giving rewards to the group that gets the highest score. In addition to the discussion method, teachers should also help students to develop a deep understanding of history based on Pedagogical Content Knowledge (PCK).

A total of 85.7% agreed and 14.3% strongly agreed that prospective history teachers of FISHIPOL UNY believe Pedagogical Content Knowledge (PCK) can help students develop a deep understanding of history. Prospective history teachers of FISHIPOL UNY help students develop a deep understanding of history based on Pedagogical Content Knowledge (PCK) in several ways, namely inviting students to visit the library to enrich literacy. Providing individualized feedback to each student based on their understanding. If a student has achieved a good understanding then it is more about positive reinforcement and additional challenges. For students who are still struggling, they can be given constructive feedback, additional guidance or re-explanation to improve their understanding. Use student discussions to develop their understanding and provide understanding from other perspectives so that they can better understand the history learning material being taught. Fostering students' motivation for history lessons, so that they will study them in depth. If students still do not understand, special attention will be given so that students can understand it well..

Although using the most recent and effective learning strategies will of course have its difficulties and obstacles. Prospective history teachers of FISHIPOL UNY as much as 71.4% agreed and 28.6% strongly agreed that Pedagogical Content Knowledge (PCK) can help them overcome difficulties and obstacles in learning history. To overcome difficulties and obstacles in learning history by utilizing Pedagogical Content Knowledge (PCK), prospective history teachers of FISHIPOL UNY take several actions such as teaching students with contextual learning with the present. By explaining that the past has a great influence on the present should not be missed in
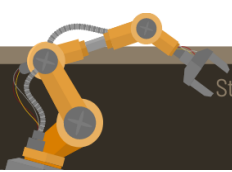
learning history, so that students can understand historical material well. Overcoming difficulties and obstacles by identifying them, for example if the obstacle lies in understanding then it can carry out formative assessments such as class observations, preliminary tests, small group discussions or other assessments. A teacher must also re-research the method or methods that he will use again whether it is effective or not. A teacher also needs to deepen the material before teaching the material to students to reduce difficulties and obstacles in the teaching process. Another way to overcome difficulties and obstacles in teaching is to conduct direct discussions with students to find out where the difficulties lie and where these students do not understand the material that has been delivered and find out where the students' difficulties in following learning with a system like this. If it is clear where all the difficulties and obstacles are then a solution will be found by discussing with the students how best to use the right learning method for them. If a suitable method has been found, it can be executed immediately, then after the completion of a teacher conducts an evaluation again to find out the results are effective or not. If the difficulties faced in the classroom are in the form of students who are difficult to control or too active in learning, then they can use persuasive methods, students are directed when they are too excessive or outside the previously planned learning plan. The use of internet technology can be a tool to overcome difficulties and obstacles in learning such as the use of technology to find historical sources such as journals, websites, e-books, research results and various other references and even the use of applications that contain historical information. Talking about historical sources, a teacher must be able to evaluate and choose the right sources of information.

As many as 85.7% of FISHIPPOL UNY history teacher candidates agreed and 14.3% strongly agreed that they had the ability to evaluate and select appropriate information sources based on Pedagogical Content Knowledge (PCK). Evaluating and selecting appropriate information sources based on Pedagogical Content Knowledge (PCK) carried out by prospective history teachers of FISHIPOL UNY is by ensuring the validity of the information and also the importance for students to know it. Identifying the extent of the information needs required then reviewing its credibility and ensuring whether the source of information is appropriate to the learning context. Looking for compatibility between the sources obtained and the material to be taught in addition to these sources then comparing which sources are more credible and can be used in learning such as journals, books and research results. The selection of information sources must be reliable, credible, and accountable. This is done when we sort out or sort the theories that are certain and indeed valid to be taught to students and in practice students find other theories, they will be analyzed together and then adjusted to the right and valid sources, so that students can also judge for themselves as a way of learning to find the right information sources. To select reliable sources in the content, there are usually or listed the sources of information used, for example in the video, there are listed the sources used to compile the content of the video content, if using the website then the author will use the bibliography..

In addition to choosing and evaluating the right sources of information, prospective history teachers of FISHIPOL UNY on average say that self-reflection in developing Pedagogical Content Knowledge (PCK) is very important to do. According to servei, 57.1% agreed and 42.9% strongly agreed that prospective history teachers of FISHIPOL UNY realized the importance of self-reflection in developing Pedagogical Content Knowledge (PCK). According to Atay et al. (2010), PCK is the knowledge base needed by teachers to guide them to make decisions or take actions in teaching in the classroom. Doing self-reflection can be an evaluation of how the learning process has been applied in class whether it is in accordance with the concept of Pedagogical Content Knowledge (PCK) or not and can be improved again if there is a mismatch. This also affects the steps of a teacher in the future to adjust learning even better. In addition, reflection is a vital role where Pedagogical Content Knowledge (PCK) is the science of teaching combined with teaching materials so that it is necessary to do self-reflection on the extent to which this Pedagogical Content Knowledge (PCK) ability is owned by a teacher. The results of this self-reflection are whether it has been carried out according to the concept of Pedagogical Content Knowledge (PCK) or must be improved or must be evaluated. Mastery of PCK will lead teachers to face and overcome the difficulties of teaching in the classroom, and try to test, evaluate their teaching practices by answering basic didactic questions (Bucat, 2004). In addition to individual self-reflection, a teacher can also collaborate with colleagues.

Developing the concept of Pedagogical Content Knowledge (PCK) by collaborating with peers carried out by prospective history teachers of FISHIPOL UNY is cooperation that can be carried out by discussion or sharing related to Content Knowledge (CK) with knowledge, teaching methods, forms of assessment and appropriate strategies that have been or will be applied to students so that they can evaluate or correct each other. Through this collaboration with peers can get the best direction for each other so that they can know what is good and what does not need to be done. Working with peers can also share perspectives on how to deal with certain students or classes and thus we can recognize the class better. This is in line with the opinion of Criu & Marian (2014), teachers who work together are believed to influence the socialization of student work and encourage group communication in the classroom. In addition to working with peers, a teacher certainly expects student motivation and interest in learning to process understanding more effectively. According to the survey results of prospective

history teachers of FISHIPOL UNY, 57.1% agreed and 42.9% strongly agreed that working with peers in developing Pedagogical Content Knowledge (PCK) is beneficial.

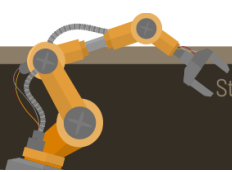Pedagogical Content Knowledge (PCK) can be used to increase students' motivation and interest in history lessons. A total of 71.4% agreed and 28.6% strongly agreed that prospective history teachers of FISHIPOL UNY believe that Pedagogical Content Knowledge (PCK) can increase students' motivation and interest in learning history. Prospective history teachers of FISHIPOL UNY use Pedagogical Content Knowledge (PCK) to increase student motivation and interest through several ways such as the use of interesting learning models and can encourage student activities such as reciprocal model debates. Use of technology and improve learning models that are more efficient. Encouraging students to explore historical material in depth through various historical sources such as books, journals, videos and others. Getting students directly involved in the learning process so that students are not bored and students can gain motivation to study history so that students develop a sense of interest and love for history lessons. One of the teaching methods that makes students directly involved and active in learning is the Stad method where students actively discuss and the teacher only acts as a facilitator by creating good teaching methods combined with good depth of material, it can increase student motivation and interest in history lessons. This is in accordance with the statement put forward by Criu & Marian (2014), that PCK includes concept representation, pedagogical techniques, knowledge of what makes a concept difficult or easy to learn, information about students' prior knowledge, and epistemological theories. This opinion is then also reinforced by the opinion expressed by Sipon et al. (2015), that in addition to specific subject matter, the development of Pedagogical Content Knowledge (PCK) revolves around educators' understanding of how students learn - or fail to learn - in different situations.

Increased student motivation and interest is certainly a success of a teacher in carrying out his duties as a teacher. This is reinforced by the survey results where 71.4% of FISHIPOL UNY history teacher candidates agreed and 28.6% strongly agreed that Pedagogical Content Knowledge (PCK) can help them become more effective history teachers. The use of Pedagogical Content Knowledge (PCK) can help a teacher in developing professionalism and career sustainability as a history teacher. Through the survey results, 71.4% agreed and 28.6% strongly agreed that prospective history teachers of FISHIPOL UNY felt that Pedagogical Content Knowledge (PCK) helped in developing professionalism and career sustainability as a history teacher. Prospective history teachers of FISHIPOL UNY consider Pedagogical Content Knowledge (PCK) as a driving force for a teacher to continue to develop their abilities and expertise professionally. This is in line with the results of research conducted by Hamman (2005), which supports the idea that interactions between teachers and students can affect students' beliefs about teacher efficacy. Pedagogical Content Knowledge (PCK) helps teachers to develop deep and flexible professional skills in teaching so that students achieve success in learning. Fenstermacher and Richardson (2005), emphasize the fact that successful teaching actions depend on: 1) the willingness and effort invested by students; 2) the right environment for the teaching-learning process; 3) the existence of teaching-learning opportunities in all aspects. Through Pedagogical Content Knowledge (PCK), the potential of a teacher will continue to be honed so as to be able to come up with various learning methods and be able to increase the career path of a teacher because of validation or a teacher who has value as a teacher (Feng & Li, 2020). In other words, the use of different teaching methods will affect a teacher's career which will get better and more advanced in the future. So it can be seen that prospective history teachers of FISHIPOL UNY feel that the use of Pedagogical Content Knowledge (PCK) can have a positive impact on the development of professionalism and career sustainability.

4. Conclusion

Based on the results of research that have been carried out with the title "Pedagogical Content Knowledge Ability of Prospective History Teachers of History Education Study Program, FISHIPOL UNY" it can be concluded as follows:

a. The ability of prospective history teachers of FISHIPOL UNY towards Pedagogical Content Knowledge (PCK) can be said to be good. The ability of Pedagogical Content Knowledge (PCK) is very important to be owned by prospective teachers as a provision when becoming a teacher later. Based on the results of this study, it illustrates that prospective history teachers of FISHIPOL UNY already understand what Pedagogical Content Knowledge (PCK) is and how it differs from Content Knowledge (CK)..

b. Awareness of the importance of Pedagogical Content Knowledge (PCK) already exists in prospective history teachers of FISHIPOL UNY. This awareness has a confident effect on prospective history teachers of FISHIPOL UNY in planning effective learning in the classroom. By applying Pedagogical Content Knowledge (PCK), prospective history teachers of FISHIPOL UNY can create learning strategies with historical skills and integrate historical content into technology in learning.
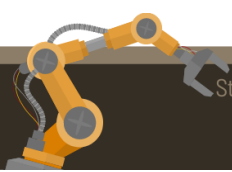
c. The readiness of prospective history teachers of FISHIPOL UNY in teaching classes using Pedagogical Content Knowledge (PCK) is good. Using Pedagogical Content Knowledge (PCK), prospective history teachers of FISHIPOL UNY are able to provide facilities for discussion and interaction between students by using credible material sources. In addition, prospective history teachers of FISHIPOL UNY have also been able to overcome difficulties and obstacles in learning history by utilizing Pedagogical Content Knowledge (PCK).

d. The history teacher candidates of FISHIPOL UNY also felt that self-reflection and collaboration with peers when applying Pedagogical Content Knowledge (PCK) can have a positive influence. They also feel that using Pedagogical Content Knowledge (PCK) can increase students' motivation and interest in learning history.

e. Through Pedagogical Content Knowledge (PCK), prospective history teachers of FISHIPOL UNY assist students in developing historical understanding according to their different levels of understanding. In addition, Pedagogical Content Knowledge (PCK) helps prospective history teachers of FISHIPOL UNY manage the classroom and overcome learning challenges. Prospective history teachers of FISHIPOL UNY feel that through Pedagogical Content Knowledge (PCK) they can develop professionalism and sustain their careers as history teachers..

5. Advice

Based on the results of the research that has been completed entitled "Pedagogical Content Knowledge Ability of Prospective History Teachers of History Education Study Program, FISHIPOL UNY" the following suggestions can be presented:

a. Knowledge of Pedagogical Content Knowledge (PCK) should be used as one of the materials that must be studied by prospective history teachers of FISHIPOL UNY so that it is better known and can be developed..

b. Teaching methods based on Pedagogical Content Knowledge (PCK) should be practiced directly by prospective history teachers of FISHIPOL UNY with a variety of classroom conditions.

c. We recommend that prospective history teachers of FISHIPOL UNY provide history learning that motivates students with historical learning that is useful for needs according to the current era using Pedagogical Content Knowledge (PCK).

d. It is recommended that prospective history teachers of FISHIPOL UNY be equipped with ways to face the challenges of increasingly advanced technology to know the character of the class well.

e. We recommend that prospective history teachers of FISHIPOL UNY be equipped with knowledge of the career paths they can go through to motivate them to teach students better.

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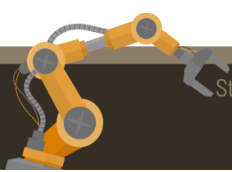
ASSESSING QUALITY ATTRIBUTES OF VIRTUAL PERFORMANCE ASSESSMENT (VPA) IN CULINARY LEARNING

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Abstract

The aims this study are to 1) test the quality of VPA as seen from device quality based on ISO 9126 and the quality of the content and constructs, and 2) to know the user's response using the EUCS method, and 3) to know the knowledge area by using VPA. The research method uses quantitative with a descriptive approach. Each attribute was assessed by five validators, while user responses were obtained from 62 students. The research instrument used questionnaire and cognitif test. Validation data were analyzed using Aikens's V formula, then the agreement value was calculated (ICC test) using Cronbach Alpha, while user responses were analyzed using the mean. The results showed 1) ISO 9126-based device attributes had a V index value of 0.699 with a value of $\overline{rxx} = 0.952$ and content and construct attributes had a V index value of 0.895 with $\overline{rxx} = 0.802$; and 2) the value of $\alpha \geq 0.800$ with indicators of content, accuracy, format, usefulness, and user satisfaction is at level 5 with a value of $\Sigma \geq 4.00$ which means very satisfied, while the ease of use and timeliness indicators are at level 4 with a value $\Sigma \leq 4.00$ which means the respondent is satisfied. In the cognitive area, scor of t table $\leq$ t count and p-value $\geq \alpha$ (0,05), it's means there is no significant difference in the cognitive area between the experimental group and the control group.

Keywords: virtual performance assessment, assessing quality, culinary learning, ISO 9126, EUCS

1. Introduction

Education is one of the pillars of a nation [1], [2], [3] where through education the younger generation emerges to run the wheels of a nation's life [4], [5], one of which is vocational education which is a sub-system of national education. Vocational education always makes changes for the sake of improving and enhancing the quality of education through learning. Improving the quality of learning is carried out to meet the challenges in the era of the industrial revolution 4.0 where industrial competition is very fast. To meet industry needs, students are not only equipped with skills [6] but their basic knowledge must also be strengthened. This is because according to the IQF level, students at level 6 who become analyzers, so they are not only required to be skilled but also have thinking skills [7], [8].

Student skills and expertise are developed based on competencies that are relevant to the needs of the world of work [7], [9], in line with this competency-based assessment is integrated into learning [9], [10]. Assessment of the knowledge aspect is intended to determine the use of knowledge in solving problems related to competencies, sub-competencies, and performance criteria that are appropriate to work conditions in the field [10]. Assessment of the attitude aspect is intended to determine student attitudes in various aspects [11] including attitudes towards subjects, lecturers, learning process, material from the existing subject matter, and so on [12]. Assessment of the skill aspect is intended to determine student abilities in demonstrating understanding and application of in-depth knowledge and skills [11] in various types of task contexts and situations by competencies, sub-competencies, and performance criteria that are appropriate to work conditions in the field. Forms of tests that are commonly used to measure performance that students have mastered can be in the form of paper and pencil tests, identification tests, simulation tests, and work sample tests.

Based on the explanation above, the problem of skills assessment is a problem that needs to be considered. In carrying out skills assessment there is a tendency to prioritize the use of tests (paper and pencil tests) as the single most important measurement tool in the educational process [13]. Conditions like this encourage the excessive use of tests to measure all planned learning objectives. Even though the test itself has limitations, including (1) not being able to measure the actual ability of students, (2) the test only focusing on the final score and does not focus on how students get answers, and (3) only focuses on a few aspects [13], [14], [15]. This test also does not allow students to show their abilities or potential [13].

The most appropriate type of assessment for assessing skills is performance appraisal. Performance assessment or performance assessment is considered a better assessment of learning outcomes than assessment by tests by most educators with an understanding that performance assessment is an assessment that is closer to the reality of learning abilities[16], [17], [18], [19]. The use of performance assessment to assess students' abilities provides more opportunities for them to be involved in the learning process [13], [20], [21]. With this performance assessment, it is hoped that the skills assessment process is no longer considered an uninteresting activity and is not a separate part of the learning process. Therefore the use of performance assessment is important in the

learning process because it can provide more information about students' abilities in processes and products [21], not just obtaining information about right or wrong answers. It is on this basis that the use of performance assessments from paper and pencil tests is an urgent need to be developed in the learning and assessment process that meets national education standards. One of the developments of performance tests is to use of a virtual system [22], [23], [24], [25], [20].

Virtual performance tests require the internet for their operation [20], [26]. The use of the internet has now become a lifestyle and has even become an important element in learning in the digital era [20]. Based on the results of a survey by the Indonesian Internet Network Providers Association (APJII) in 2016, university students are the largest internet users, namely 89.7%. In 2022 internet use for students will increase to 99.16%. This has happened because of the Covid-19 pandemic over the past two years which has forced learning and evaluation to be carried out online using various platforms. However, one of the obstacles that limit students from achieving optimal learning is a learning strategy that focuses on scientific skills. The learning process at this time tends to be carried out with guided experiments by lecturers or laboratory instructors and there is no further assessment. To overcome these problems the assessment process needs to be changed, especially in the culinary field where learning content requires practicum to support competency achievement, namely food processing skills. One of the skills assessment strategies that can be carried out is to use a virtual performance assessment.

Virtual performance assessment (VPA) is a virtual skill assessment with the help of a tool, namely a device equipped with the internet [22], [27], [20], [28]. Students can conduct experiments anywhere and anytime [27], [28], [20]. VPA facilitates its students with virtual laboratories and can assess the learning process by providing feedback on student performance [23], [24], [28]. The use of virtual learning tools is an interesting thing for many users, especially students, most of whom already have smartphones. The use of electronic learning tools has the function to complement conventional learning. VPA as a learning tool is an interactive learning assessment tool with the help of applications in the form of simulations [23], [24], [28][20], [25]. VPA helps the student learning process by improving inquiry abilities [21]. VPA as an evaluation tool has two components, namely simulation, and animation.

Based on initial observations, the practical implementation in the culinary field is 4-6 meetings with a practicum duration of 4-8 hours per day in each session. The duration of the practicum is influenced by the type of product and the number of types of products it makes. To improve skills in food processing, students usually make 2-3 kinds of products in each session. The biggest challenge for lecturers in conducting guided practicums is in the Bakery and Pastry course, because bakery and pastry products have a systematic and long manufacturing process. In addition, the obstacle to holding practicums is the need for supporting practicum facilities and infrastructure, for example, equipment and utensils. The long duration of each practicum and the materials that are quite expensive making it a hurdle to carry out further performance assessments in each material. These conditions make lecturers carry out performance appraisals using paper and pencil tests. Even though performance appraisal is needed by students to measure knowledge, reasoning, skills, and products produced by students.

Starting from this background, a tool was created to assess student performance by utilizing technology, namely a game simulator-based VPA. Before its implementation, the VPA as a result of development needs to be tested for its feasibility. So the aims of this study were 1) to find out the quality of the VPA developed in culinary learning from expert judgment as seen from the quality of the ISO 9126-based tools and the quality of the content and constructs, 2) to know the response and 3) to know the knowledge area by using VPA.

2. Method

This study uses a quantitative method with a descriptive approach. The instrument used in this study is an instrument for assessing VPA as a game simulator-based learning software, so the instrument used is an application validation sheet based on ISO/IEC 9126 [29], a content validation instrument and constructs, and a user response instrument using the EUCS (End User Computing Satisfaction) method [30], [31] which consists of seven indicators. The respondent's instrument was a closed questionnaire, that is, alternative answers were given with a Likert scale of 1-5 filled by 62 respondents who were filled in by S1 Culinary Education students.

VPA validation was carried out by 5 judgment experts each. The results were analyzed using Aiken's V formula, then an ICC (reliability) test was performed using Cronbach's Alpha to calculate the level of agreement between the five experts [32]. Experts come from industry practitioners and lecturers who are competent in their fields. The estimation of the reliability of the VPA assessment instrument using the internal consistency approach with the instrument reliability criteria is stated to be reliable if the reliability coefficient is at least 0.6. The results of user responses were analyzed using averages to see how the response was to VPA as a result of the research and Cronbach's Alpha to see the constancy of respondents' answers [33], [34].
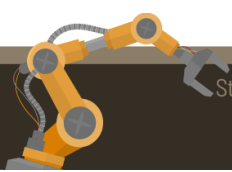
3.   Results and Discussion

3.1. Virtual Performance Assessment

This research was conducted in the context of a virtual performance assessment presented at https://butterrollgames.netlify.app/ which is part of the learning of the Baking course in the Bachelor of Culinary Education study program. VPA is an online 2D or 3D immersive virtual environment, designed using the Unity game development engine that assesses students' inquiry skills [21], [23], [24], [28]. In VPA, whose interface is similar to a video game, students are involved in experimental activities, namely making dinner rolls, then evaluating and analyzing the results of their work. VPAs enable automatic and non-intrusive collection of process data (logged actions) and product data (student final claims), and performance appraisals [15], [21], [23], [24].
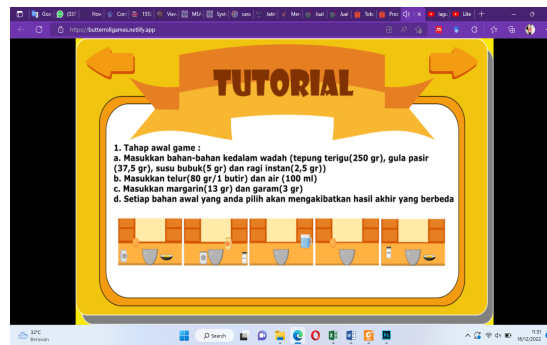
Figure 1. The VPA scenario begins by displaying tutorials and recipes

The VPA scenario was developed based on the lesson plan in the Bread course, namely in the final competency of Making Dinner Roll. This is in line with the opinion of [35], [21], [27] who explain that the VPA scenario must be adjusted and integrated by learning. In the developed VPA scenario, before students were asked to make dinner rolls, they were asked to read tutorials and recipes for making dinner rolls. Then the students started making bread by being shown several ingredients such as flour, water, eggs, sugar, salt, yeast, and butter. Students must make dinner rolls according to the recipe presented at the beginning of the show. Student work steps will affect the outcome criteria of the dinner roll, and as material for evaluating each student work step will be recorded by students. Student performance scores and finished product results will come out after students complete the experiment. The student work logbook will be displayed on the screen to assist students in evaluating and analyzing the causes of product failure. VPA presents evaluation and analysis results [23], [28] which students then write down in the box provided. Systematic student work recorded in student logbooks allows researchers to observe student work processes, and the results of student analysis also allow researchers to analyze students' thinking skills in inquiry practice in different contexts [21], [24].

3.2. VPA Assessing Quality Atributes

The results of the VPA development research were assessed by five expert judgment experts, namely the Chief Technology Officer, System Analysis Software and three lecturers in the ISO/IEC 9126-based application assessment. each item is greater than the valid criterion of 0.30 [36], and based on these results if the validity coefficient ≥ 0.30 means that the item can be said to be valid [34]. The test results show that all of the instrument items developed with 25 items are valid. The following is a VPA validity analysis:

Table 1. VPA Assesing Based on ISO/IEC 9126

Indicator	V'score	Categori
Funcionality	0,667	Medium
Reliability	0,667	Medium
Usability	0,787	Medium
Efficiency	0,800	High
Maintainability	0,567	Medium
Portability	0,717	Medium
V index average	0,699	
$\bar{r}xx$	0,952	

The results of the analysis with Aiken's V formula show that all instrument items developed with 25 items are valid with an average coefficient of 0.699. From the ICC score, the value of r̄xx = 0.952, which is the level of agreement (reliability) of the judgment expert. Based on the reliability criteria an assessment instrument is said to

be reliable if $\overline{rxx}$>0.6; 0.952 > 0.6. Thus, the developed VPA is considered valid and reliable and can be used for trials. Besides being assessed based on ISO/IEC 9126, VPA development results were also validated using content and construct validity from five judgment experts, namely Bakery teaching lecturers from different state universities. Following are the results of content and construct validity which was analyzed using Aiken's V formula and reliability using the Cronbach Alpha [33], [36].

Table 2. VPA Content and Construk Assessing

Indicator	V'score	Categori
Suitability of the material with the learning design	0,950	High
Accuracy with the material	0,825	High
Contextual essence	0,975	High
Contextual component	0,870	High
V index average	0,895	
$\overline{rxx}$	0,802	

Table 2 shows the results of the content and construct validity of the developed VPA with 11 items having an average level of coefficient of 0.895 which means it is valid and the results of the reliability test using Cronbach Alpha obtained an agreement level ($\overline{rxx}$) expert judgment of 0.802, which means that the VPA developed is reliable in terms of content and construction, so it is feasible to be used for testing.

3.3. Student Responses in Using VPA

To find out a user's response, it is necessary to measure what factors affect the level of user satisfaction to determine the quality of the program itself [33], [36]. To see the user's response can be done with a method, in this study using the EUCS (End User Computing Satisfaction) method [34]. EUCS is a tool to measure the satisfaction level of using a system or application and the results are analyzed using statistical methods [37]. The EUCS variable consists of five variables, namely: content, accuracy, format, ease of use, and timeliness [36], as well as two other additional variables, namely usefulness and satisfaction [33]. Data on student responses to the use of the developed VPA were obtained from students with the help of a questionnaire referring to EUCS. The following is a student response to the VPA as a result of the development:

Table 3. Students Respond

Indicator	alpha	Σ	Level	Clasification
Content	0,8378	4,54	5	Very satisfied
Accuracy	0,8342	4,35	5	Very satisfied
Format	0,8555	4,31	5	Very satisfied
Usefullness	0,8404	4,53	5	Very satisfied
Easy of Use	0,8576	3,87	4	Satisfied
Timeliness	0,8382	3,66	4	Satisfied
User Satisfaction	0,8444	4,11	5	Very satisfied

From table 3 it can be seen that the alpha value is above appropriateness, which is ≥0.600 [33], [36] which means that it can be concluded that student responses to VPA as a result of development by assessing the seven indicators are reliable. Furthermore, to identify the level of end-user satisfaction with the VPA as a result of the development, a value conversion was carried out which was obtained from the average of the respondents' answers according to the measurement scale. The content, accuracy, format, usefulness, and user satisfaction indicators are at level 5 with a value of Σ ≥ 4.00 which means very satisfied. Whereas the easy of use and timeliness indicators are at level 4 because they have a value of Σ≤4.00 which means the respondent is satisfied.

Content is the information or material contained in the VPA [38]. The content in the developed VPA was considered good, so the respondents gave a very satisfied response with a value of Σ=4.54. Respondents considered that the material contained in the developed VPA was the theoretical concepts and learning designs that they learned and knew.

Accuracy is an indicator that measures the accuracy of data displayed by an application [39], namely that respondents assess VPA to provide true and accurate information [40]. The Σ value for accuracy is 4.35, which

means that the respondent is satisfied with the accuracy of the VPA development results. This is evidenced by if the respondent chooses a low temperature when baking the bread, then the bread produced is the less fluffy bread. This concept is by the concept of professional baking, which explains that the right temperature for bread is 180oC, so if the temperature used is less than 180oC it will cause the bread to be overcooked and not rise perfectly.
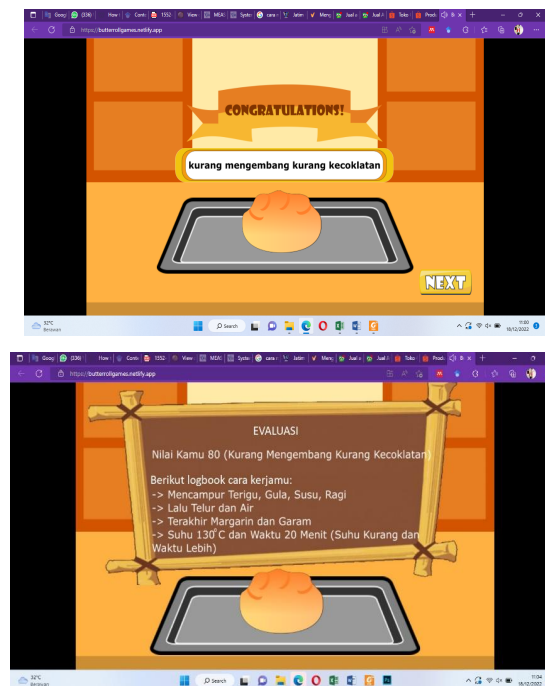
Figure 2. Respondents' performance results recorded in the VPA

The score for the format is 4.31, which is at level 5. The format referred to in this VPA is the application interface display [38], [41]. Respondents considered that the VPA as a result of development was attractive, so they were very satisfied. The developed VPA presents buttons in a clear and well-organized manner. The pictures used are also very clear because they use labels for each picture, for example, the picture of flour is given the name flour, the picture of sugar is given the name sugar, the picture of yeast is labeled yeast and the same goes for the pictures of the ingredients for making bread.
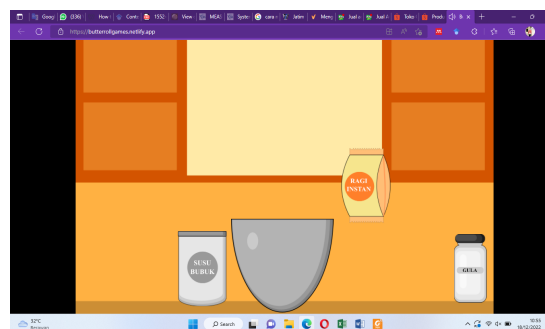
Figure 3. Materials that have name labels for user convenience

Usefulness is the extent to which the VPA developed allows users to achieve their goals and is an assessment of the user's willingness to use it [39], [40]. The value of Σ usefulness 4.53 indicates that the VPA developed has good usability for respondents and can be used as a learning tool.

On the easy-of-use indicator, the respondents gave a value of 3.87 which means satisfied. Easy of use is an indicator that measures how easy it is to use an application to learn and use it effectively. The developed VPA is easy to use and operate with various devices, for example using a PC, laptop, or smartphone. However, although the respondents responded that they were satisfied with this VPA, they also provided suggestions for enlarging tool buttons such as dough mixers and ovens. Because if they operate the VPA using a smartphone, they find it difficult to press the buttons to select the dough mixer speed and the temperature and time buttons on the oven. In

addition, they are annoyed by the add-on ad that appears on the smartphone screen when they open the developed VPA.
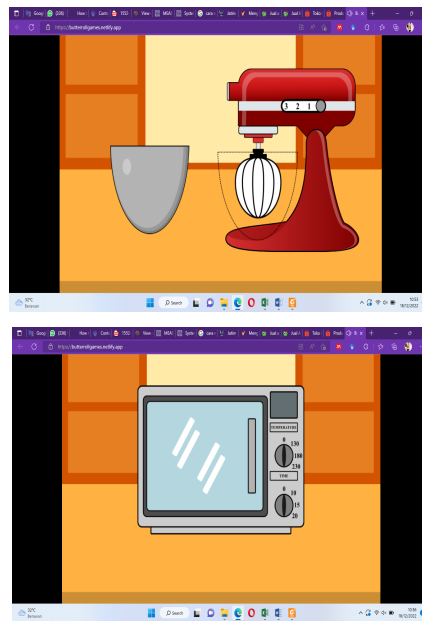
Figure 4. Tool Buttons that are Too Small

Timeliness is an indicator used to measure user response in terms of timeliness [39], [40] With a value of Σ = 3.66, respondents rated timeliness in the satisfied/good category, meaning in running the VPA development results the respondents did not experience long loading or buffering which could result in wasted time. Satisfaction indicators refer to the perceptions as users, feelings, and opinions of users. Respondents as users rated the VPA as a result of development rated satisfaction at 4.11 which means they were very satisfied. This means that the VPA developed has been satisfactory in its use as a learning tool.

3.4. Area Of Knowledge

VPA that has been validated and revised is then implemented in learning to determine learning outcomes in the knowledge aspect. The knowledge domain is measured according to the lesson plans that have been prepared, namely regarding the use of ingredients in bread making, bread making techniques, and causes of failure in bread making. Measurement of the knowledge aspect is carried out through questions given to students in the VPA.

Table 4. VPA Product Data: Final Questions

Indicator	Final Questions	Type Question
Identify ingredients for making bread	What is the function of eggs in bread making? Why is flour that is suitable for bread making is flour with high protein?Apakah fungsi garam dalam pembuatan roti?	Multiple choice
Analyze the technique of making bread	How to bake bread properly? What happens if the bread is kneaded with over mixing?	Multiple choice
Evaluate the causes of failure in bread making	What causes the color of the crust on bread to be pale? A smooth and glossy bread surface is one of the criteria for good bread production. What causes the surface of the bread to be wrinkled?	Essay

Final questions were given to two groups of students in semester 4, namely students who used VPA and students who did not use VPA. The two groups had previously been given bread lessons. The experimental group

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made bread using VPA and the experimental group made bread in a real laboratory. After each group finished making bread, in the experimental group, the questions immediately appeared on the screen. Meanwhile for the control group, the questions were given using a paper and pencil test. The following table shows the results of the knowledge aspect in the two groups of students.
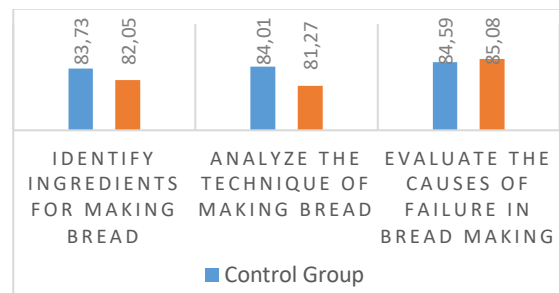
Figure 5. The average value of Final Questions for each indicator

From the picture above it can be seen that from the average value of each indicator there is no significant difference between the experimental class and the control class with a total of n = 115 Culinary Education study program students. In general, students have a score of > 78, which means that students have fulfilled the learning outcomes in that material. From the final test data, the value of the t-test was obtained to find out whether there were differences between the experimental group and the control group.

Table 5. Cognitive Aspects t-test in the Control and Experiment Classes

Indicator	t count	T table	p-value	Interpretation
Identify ingredients for making bread	0,497	1,675	0,621	There is no significant difference
Analyze the technique of making bread	0,290	1,675	0,773	There is no significant difference
Evaluate the causes of failure in bread making	0,3641	1,675	0,461	There is no significant difference

Based on the results of the t-test in table 5 as a whole, the t count <t table and the p-value > α (0.05) are obtained. So it can be interpreted that in each indicator there is no real difference between the experimental group and the control group. This shows that in the cognitive domain, the use of VPA has results that are not much different from direct practicum. However, these results still need further research. Wirtual simulation tools can help students understand general knowledge and the meaning of learning [42].

The design and validation of virtual-based assessment tools is very important to develop in this 4.0 era, because evaluation tools are an important part of learning. One of the effective evaluation tools for assessing skills is to use a performance assessment. However, performing performance tests is costly compared to other standardized tests [43], so a performance assessment was developed by optimizing technology, hereinafter referred to as a virtual performance assessment (VPA). The validation process is an important part of a product development [24]. Design validation of the developed VPA is carried out to find out to what extent the VPA can be used by certain users to achieve the specified goals with effectiveness, efficiency and satisfaction in the context specified for use [44] and to measure the quality of the user's experience when interacting with the product whether it is a software application, mobile technology, or other equipment operated by the user.

4. Consclusions

Based on the results 1f the study it can be concluded that:

The quality of the VPA resulting from the development based on ISO 9126, namely in the items functionality, reliability, usability, efficiency, maintainability, and portability obtained V index = 0.699 with the

ICC test value obtained $\bar{r}xx$ = 0.952. While the quality of the content and construct attributes obtained V index = 0.895 with the ICC test value obtained the value $\bar{r}xx$ = 0.802, which means that the developed VPA is considered valid and reliable, and can be used for trials.

User responses were measured using the EUCS method which consisted of seven variables, namely: content, accuracy, format, easy of use, timeliness, usefulness, and satisfaction with an average value of $\alpha \geq 0.600$ meaning that student responses to the VPA developed by assessing seven indicators are reliable. The content, accuracy, format, usefulness, and user satisfaction indicators are at level 5 with a value of $\Sigma \geq 4.00$ which means very satisfied. Whereas the easy of use and timeliness indicators are at level 4 because they have a value of $\Sigma \leq 4.00$ which means the respondent is satisfied.

There is no significant difference in the cognitive area of students who use VPA and practice directly in the laboratory, which t count <t table and the p-value > α (0.05)**.**

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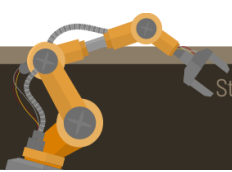
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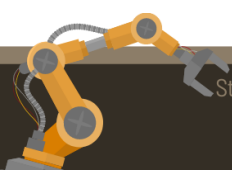
WOMANPRENEUR: IMPROVING THE ROLE OF WOMEN IN FAMILY ECONOMIC RESILIENCE IN WONOLELO VILLAGE, BANTUL

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Abstract

Family economic security is one aspect that is often a factor seen as an indicator of family resilience. Thi service activity carried out by cross-departmental lecturers consisting of the Faculty of Engineering and the Faculty of Economics UNY aims to increase the capacity of women entrepreneurs (womanpreneurs) in contributing to family income. The activity was carried out in July 2023 with 25 participants from the Women Farmers Group. Activities are carried out by providing training on product diversification and digital marketing. To see the impact of the activities carried out, participants were given an activity evaluation sheet to measure the achievement of the activity objectives. The activity method was carried out with lectures, discussions, and training. Indicators of the success of the activity can be seen from the evaluation conducted by the service team in the form of filling out questionnaires by the participants. The data that has been collected is analyzed using descriptive statistics. The results of data analysis illustrate that service activities are able to provide motivation for entrepreneurship, increase cooperation with MSME members, are able to foster independence in entrepreneurship, activities are able to increase creativity for production, and encourage to increase future insights related to product processing and digital marketing.

Keywords: economic resilience, womanpreneur, product diversification, digital marketing

1. Introduction

MSMEs are one of the drivers of the people's economy that has the potential to be developed. The problems of MSMEs are mostly in the production techniques that are still monotonous, and the market reach is not wide enough. Women dominate the dominance of micro business actors in Indonesia (Arie Mega Prastiwi, 2022). Data from the Ministry of Cooperatives and Small and Medium Enterprises (Kemenkop UKM) in 2021 states that women dominate Indonesian micro business actors. The MSME sector, 53.76% of which is owned by women, with 97% of its employees being women, and contributes to the economy 61%. This data shows that women have a significant role and contribution to the progress of the people's economy. (BPS, 2023).

Wonolelo is one of the five villages in Pleret Subdistrict, Bantul Regency, Yogyakarta Special Region. Wonolelo village is located approximately 4 km to the east of Pleret sub-district. Wonolelo Village has an area of 453.47 ha with a total population of 5,033 people and 1,642 households, consisting of 2,645 men and 2,388 women. The livelihood of the population in Wonolelo Village is mostly in the agricultural sector. This shows that the agricultural sector plays an important role in the community's economy. In this village, which is dominated by hills and mountains, most of the people earn a living as farmers. However, not a few are engaged in trade. Every morning we can see around the *Guyangan* market, which is the center of the village economy, market traders going back and forth distributing agricultural products to the district market, in the form of vegetables. In addition to farming and trading, many people also work in construction. Furniture, animal husbandry and home industry are also part of the economy of the Wonolelo community. (Siti Noviyatun Sholikhah, 2018).

Almost half of the MSMEs in Wonolelo Village are run by women. Some of these MSME activities are independent or self-employed, as well as being employed by a company at home while continuing to run a small part-time business. Agricultural processing activities are carried out by the Women Farmers Group (KWT) and independent women's entrepreneur groups. In addition, one of the uniqueness of Wonolelo Village is the existence of the following (Annisa Swasti Foundation, 2017). The existence of homeworkers in Indonesia is not widely known, so the full extent of the problem is also not understood by the community, government or development planners. Homeworkers are those who work from home using their home as a workplace, and their work involves the mass production of commercial commodities.

Many women homeworkers in the Special Region of Yogyakarta, especially in Bantul Regency and Yogyakarta City, work with micro/small business employers with limited capital and micro businesses. Many

employers are also their neighbors or friends, and as a result, the working relationship is not an employment relationship. Therefore, homeworkers have not received their rights as workers. The work carried out is making/knitting shoes, sewing/embroidering clothes/jilbabs/batiks/tas patchwork, batik pinching, making puppets/fans from leather/cloth, melinjo chips, making fans, rolling cigarettes, rolling sausages, installing buttons, making household appliances to home decoration trinkets and accessories (jewelry) and many others. (Siti Noviyatun Sholikhah, 2018).

According to Siti Noviyatun Sholikhah (2018)

Wonolelo village is in Pleret sub-district, Bantul regency, Yogyakarta. in wonolelo village there are 8 hamlets, including Bojong, Mojosari, Kedung Rejo, Depok, Cegokan, Ploso, Purworejo, and Guyangan. Many women who are already married, with an average education level of elementary and junior high school, choose to work as homeworkers, as evidenced by the fact that there are currently 200 women who work as homeworkers. Some sew batik bags from patchwork, sew shopping bags, make mlinjo chips, sew clothes, make processed agricultural products, and so on. In Wonolelo village, the PPR Kreatif Bunda union was inaugurated on December 30, 2016.

However, the potential of women as entrepreneurs (womanpreneurs) in Wonolelo Village does not yet have the capacity in product diversification and digital marketing. Therefore, it is important to provide provisions in increasing production in order to be able to create creative and varied products so that the market is not saturated with monotonous products, and to expand the market, it is also necessary to have digital marketing skills for the products that have been produced.

Womanpreneur is one of the strategies to increase women's participation in village development. Increasing the role of women as one of the 18 directions and policies of Village development and Village community empowerment which is part of the Village SDGs needs to be realized in real concrete steps. Product Diversification and Digital Marketing Training is expected to optimize the role of womenpreneurs in village development (Dewi, 2018).

Womenpreneurs are generally small entrepreneurs and are mostly engaged in the trade and services sector compared to the manufacturing sector. (Siti Hanifa Sandri & Wan Laura Hardilawati, 2019).. Research results Hendratni (2013) The development of womenpreneurs has the potential to be the main motor of the process of women's empowerment and social transformation, which in turn has a positive impact on the country's economic level.

Resilience means being resistant to various things or situations. Family strength or family resilience is a family that has adequate and sustainable conditions in gaining access to income and resources to meet their basic needs. (Alie & Elanda, 2019). Family resilience and welfare are two things that cannot be separated. If the family is prosperous, it will potentially have better resilience. As the smallest unit of a country, families with strong economic resilience will create a strong economic base for the country as well. (Wulandari, 2017).

Family resilience can be achieved by a family if it fulfills several aspects, including physical resilience, social resilience, and psychological resilience. (Sitepu, 2016). However, the economic aspect of economic resilience is closely related to the fulfillment of consumption needs which include the production, distribution and consumption of goods and services so that efforts to improve the standard of living of the community individually and in groups are achieved (Marlinah, 2017). In general, women have a role in family economic operations. In the context of this service activity, women, apart from being housewives, are also MSME actors who can generate income in helping the family economy. So that womenpreneurs hope to be able to have a strategic role in family economic security.

2. Method

Scale-Up Womanpreneur is a community service activity by providing product diversification and digital marketing training for women farmers in wonolelo village, pleret, Bantul. The activity was carried out using lecture methods for material exposure, discussions, and product processing practices with small groups accompanied by cross-departmental students from Yogyakarta State University.

3. Results

Implementation of Activities

This service activity is able to increase the productivity of Womanpreneurs as productive women who are able to provide a role for family resilience. Family resilience both in economic and social. From families who have good resilience, it is hoped that they will be able to support the development of independent villages, without poverty,

without hunger, without gaps and economic equity that can strengthen the Rural SDGs. Here is a Womanpreneur scheme for family economic resilience:
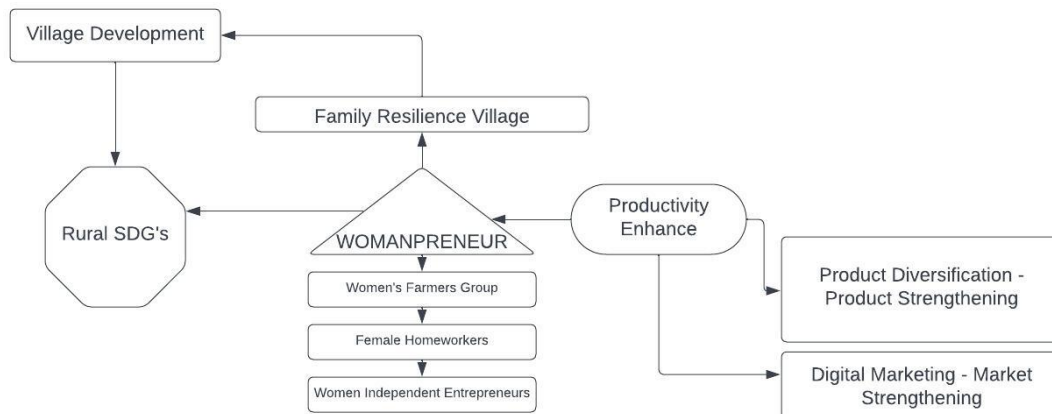
Figure 1. Womanpreneur Schemes

Womanpreneur is a new model in increasing the capacity of women in the village who have joined the communities. The business activities that have been running so far are still run traditionally, the production tools are still simple and the packing techniques are still less attractive, so that the products are not fresh, easily damp and do not last long. In addition, the products produced are monotonous, which will make the market bored. So there is a need for tools with simple technology that will help make production better.

After womanpreneurs are able to produce diverse and attractive products, it is also necessary to provide digital marketing skills. The ability to do branding, labelling, copy writing, use of social media and marketplace is the basic thing that must be mastered by womanpreneurs in running their business to increase family resilience.

Activity Implementation Steps

Field Assessment Phase

The preparation stage was carried out by surveying the location and discussing what problems exist in partners. This stage involved representatives of PKK administrators and employees of Wonolelo Village, Pleret, Bantul. Preparatory activities were carried out twice, namely on April 20 and May 27, 2023.

In addition to finding problem identification, there is also an agreement on the cooperation of this community service activity with the village government. In the training and mentoring stage, it will be carried out by academics, namely lecturers from UNY, while for business sustainability or follow-up plans from mentoring, it will be part of the work program of Wonolelo Village, Pleret, Bantul.

Training Phase

The training was conducted offline with 25

participants from representatives of MSME players who are members of KWT Wanita Mandiri and PKK Wonolelo Village, Pleret. Meeting 1 was held on June 24, 2023 with material on the theory of Product Innovation, Hygiene Sanitation, K3 and Digital marketing.

Training on Digital Marketing

The first meeting took place in the hall of Wonolelo Village Hall and invited 25 women MSME players in Wonolelo Village, Pleret, Bantul. This first meeting focused more on providing material and discussion. Participants were enthusiastic in participating.in the activities.

Practice Stage

Practical activities were carried out on the second meeting with production practices and practices for digital marketing simulations through social media. Practical raw materials are self-funded by the group according to the agricultural products owned by the participants. Practical activities are carried out in groups of 5 groups. The following is a list of groups and food processing practices carried out:

Table 1.   Grouping and Product

No.	Name	Product
1.	Group 1	Yellow sweet potato sticks
2.	Group 2	Banana Chips
3.	Group 3	Yellow sweet potato jam
4.	Group 4	Disco Beans
5.	Group 5	Purple sweet potato latte

Food preparations are based on the agricultural products produced. This can reduce production costs. Participants enthusiastically participated in the practice by bringing equipment and supplies. Pumpkin is a potential of Wonolelo Village, Bantul that can be developed. In this activity, pumpkin was processed into 2 foods,

Figure 2. Implementation of the PkM activity

namely pumpkin sticks and pumpkin sticks. Meanwhile, the original banana chips is a product that has been accepted by the community. However, in this activity an experiment was conducted in making chocolate-flavored banana chips.

Satisfaction with the Presenters

In the service carried out, not all service teams appear or aid and training at one time. However, we divide it according to an agreed so that the implementation of service activities is more effective. On average, each activity starting from mentoring every week is visited by 2 service teams. The speaker is also considered to have a good ability to build an atmosphere so that participants do not get bored when listening to the explanation from the speaker. Most activity participants stated that the mastery of the material presented was very good. This is evident from the data above and the facts in the field that every question submitted by the participants was able to be answered well by the speaker.

The service team also assessed the delivery of the speaker's material. This is very important considering that the material is one of the important sources of information in achieving the success of the goals that have been set. In terms of the way the material was delivered, the participants were quite satisfied as evidenced by the filling out of the questionnaire, the majority of which stated very well. The diverse flow of delivery made participants interested in paying attention and focusing on what was delivered.

The aspect of closeness to the participants was assessed by the service team because this factor was considered important to facilitate communication between participants and presenters. In terms of closeness with the participants, most participants also rated it very well. This is also evident from the way the participants communicate with the presenters who are very good as if they are friends in an organization.

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Congruence of Participant Expectations

In this PkM activity, the service team assessed the suitability of participants' expectations. Through the expectations of the participants, the team will know about the needs that must be met so that the level of participant satisfaction is high. The high satisfaction of the participants proves that the PkM carried out can be said to be of high quality. The figure below shows that 80% of participants stated that it was in accordance with the expectations of the participants.

In addition to measuring the evaluation of activities, questionnaires were also given to see the impact of the service activities that had been carried out. The service activities carried out are able to motivate MSME actors in entrepreneurship, increase member cooperation and independence of womenpreneur businesses. The following are the survey results.

Based on the survey results on Fig.3, after participating in the service activities, womenpreneurs have business independence, cooperation between members and entrepreneurial motivation which are included in the high category.

4. Discussion

PkM activities are carried out with the main objective of family resilience both from the food and economic aspects. If family resilience is obtained, the resilience of Wonolelo Village, Pleret will also increase.In accordance with the Village Law which states that villages must be independent and as soon as possible be able to finance village needs through improving the welfare of the community as actors of Village MSMEs.
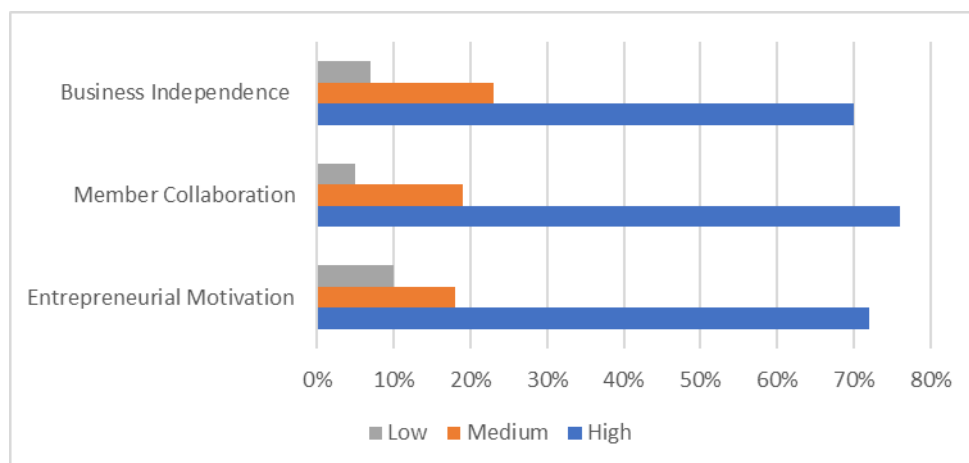
Figure 3. Impact of PkM activity

The Women Farmers Group was formed with the aim that village women are able to have a role in increasing the progress of the village. The KWT formed is a representation of village women from various busines fields. The Village Government realizes the need to handle management and marketing for business groups so that MSMEs can increase income. MSMEs really need support from the village government in improving the quality of production and marketing. Therefore, the thoughts of various parties are needed in order to increase the income of MSMEs. The MSME group welcomed this proposal and enthusiastically participated in the training and mentoring.

The training and mentoring materials provided to participants were in accordance with their needs. The training focused on solving problems faced by KWT, namely on product diversification and product marketing networks. In the discussion, it was found that the core problem is that the MSME group does not yet have product quality in accordance with industry needs.

Therefore, a solution was given from the service team to increase their capacity in production and digital marketing. In addition, participants were also trained in determining effective and efficient direct marketing strategies. Marketing is the spearhead of the success of a business, for that participants are trained and assisted in diversifying products to the digital marketing process. In this era of globalization, we must adapt to the digital

world as soon as possible so as not to be left behind. The participants also realized this, so the implementation of the training became more lively because the enthusiasm of the participants was very high.

The PkM team produced something quite valuable for the village, namely the module of diversification of processed agricultural products in Wonolelo Village, Pleret, Bantul. The Women

Farmers Group is a forum for MSME players to be optimal in carrying out product production and marketing. Women entrepreneurs (Womanpreneurs) are again becoming a spirit in supporting family resilience and the village economy. In the long term, product readiness is also prepared with a barcoding system to be able to enter the industry, marketplace and supermarket stores.

Acknowledgment

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THE CRUCIAL ISSUES IN IMPLEMENTING ONE DATA POLICY IN INDONESIA'S HIGHER EDUCATION

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Abstract

As accountability, compliance with regulations, and transparency are the cornerstones of the public sector, public higher education institutions have a duty to establish data management to protect data assets and guide data-related procedures in accordance with organizational goals. Several universities in Indonesia have adopted the One Data policy. This paper aims to identify crucial issues in the experiences of three public universities when implementing the One Data policy and the efforts they have made to address the emerging challenges.

This research was conducted at three universities in Indonesia. It used qualitative method with interviews as the primary method, supported by observations and documentation. The research involved 14 informants from the three research sites. Data analysis was conducted through thematic analysis.

The findings revealed that the main issues in implementing the one data policy in universities revolve around data governance. The information system integration was found to be a challenging and time-consuming process. Additionally, the low understanding of staff regarding business processes and data literacy posed obstacles to the implementation of the One Data Policy. Nonetheless, the three universities were relatively capable of addressing these issues through the commitment of their leaders, who provided support in developing structure of data governance, providing budgets, and using data as a basis for decision-making.

Keywords: higher education, data management

1. Introduction

Ownership of high-quality data is a fundamental requirement for an organization to make precise decisions [1]. In this age of digital technology, universities can boost their competitiveness by examining, organizing, and analyzing official statistical data [2]. On the other hand, Indonesian universities continue to grapple with challenges concerning data management [3]. and the adoption of evidence-based decision making [4,5]. Moreoever, since accountability, adherence to regulations, and transparency serve as the foundation of the public sector, public higher education institution is responsible to establish data management to safeguard data assets and direct data-related processes in alignment with organizational objectives [6].

Regarding these situation, several public universities in Indonesia are implementing the Presidential Regulation of the Republic of Indonesia No. 39 of 2019 on One Data Indonesia [7] , The Minister of Education, Culture, Research, and Technology Regulation No. 8 of 2022 on the Electronic-Based Government System [8], and the Ministry of Education and Culture of the Republic of Indonesia Regulation No. 31 of 2022 on One Data for Education, Culture, Research, and Technology [9]. These policies are driven by numerous findings that describe non-standardized data collection methods, data duplication, a lack of data integration, limitations in human resources for data management, insufficient budget allocation for data management in institutions, high sectoral egos in data administration and platforms, and a reluctance to share data among government agencies [10]. The objective of the One Data Indonesia policy is to provide accurate, up-to-date, integrated, accountable, easily accessible, and shareable data, managed meticulously, integrated, and sustainably, in order to achieve integrated planning, implementation, evaluation, and control of development.

The implementation of One Data consists of (a) data planning, (b) data collection, (c) data verification, (d) data dissemination, and (e) monitoring and evaluation of data management [9]. The One Data policy aligns with open data policies, which can enhance accountability and transparency, improve decision-making and policy formulation, achieve data sustainability, and reduce data duplication [11]. Common challenges in open data policies include a closed government culture, privacy concerns, inadequate focus on data quality, limited data usability, accessibility issues, and difficulties for data users in understanding the data.

Before the One Data policy was introduced, the trend of datafication in Indonesian universities had actually been ongoing since the higher education management reform in Indonesia two decades ago, which led to increased campus autonomy. This, in turn, resulted in greater demands for accountability, improved accreditation,
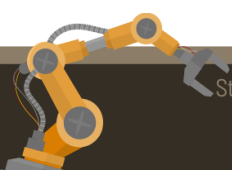
institutional self-assessment, and continuous quality improvement [12]. As a consequence, the need for data became unavoidable. Alongside this, datafication in higher education has progressed in line with the growth of information technology, especially in the areas of MOOC (massively open online courses), data analytics applications, and artificial intelligence [13].

Previous research has identified factors that support the success of the One Data policy at the national level in Indonesia, including data strategy, data procedures and processes, easily adoptable standardization policies, collaboration, data competencies, the definition of data roles and responsibilities, data technologies, and user satisfaction [14]. However, research specifically examining the implementation of the One Data policy in universities is still limited. One relevant study revealed the synchronization of university data through PDDIKTI (Indonesia's Directorat General of Higher Education Research and Technology Database), which was accomplished through metadata management, data governance with a DIKTI's (Directorate General of Higher Education of Indonesia) framework, and business process standardization bisnis [15].

Given the scarce research on data management at the university level, this study intends to investigate the experiences of three public universities in implementing the One Data policy and the efforts they have made to address the emerging challenges.

2. Methods

This study employs a qualitative research design conducted in three universities with their names anonymized as Institute of ABC, University JKL, and University XYZ. These universities are located in the East Java province and have the status of Legal Entity State Universities (PTNBH). Fourteen participants were interviewed, all of whom were leaders and staff involved in One Data management.

Most interviews were conducted individually, with a few conducted in group interviews. Semi-structured interviews were used as the interview technique. Some interviews were conducted in person, while others were done via teleconference using the Zoom application.

Additionally, the researcher observed the work environment of the informants and documented electronic data based on websites and smartphone applications. The initial data analysis was carried out using thematic analysis, starting with open coding, categorization, and theme development. Subsequently, each finding within one case was compared with findings in other case units (cross-case analysis).

3. Results

The One Data initiative at the three universities is implemented through the development of an integrated information system that connects internal and external information systems of the universities, especially by connecting various data domain, from planning, human resources, academic, research, community service, student affairs, finance, facilities, and collaboration. These data domains are organized based on the organizational context, and many of the variables and indicators are developed with consideration for meeting performance reporting standards, both for internal and external purposes. The data is displayed on a website using a dashboard. The dashboard is one of the visualization techniques to make data easier to read and understand [16].

The three universities are making efforts to ensure that all established information systems can be integrated into one place, thus achieving valid and accurate data. The tagline of the One Data Policy at Institute of ABC is the realization of Single Entry Multiple Purposes, while University of JKL has a vision to make their institution implement data-driven decision-making and increase data literacy within its environment. This information is quoted from one of the informants.

""We are directing ourselves towards advancing into a data-driven organization." (ER- /B-1-1)

University of XYZ has set the One Data Policy goal to produce single reference data.

To implement the One Data policy, university leaders delegate it to the IT Unit primarily supported by the Planning Unit. At University of JKL, a dedicated ad-hoc task force was formed for the One Data team. At Institute of ABC, the One Data policy led to the establishment of the Big Data Technology Development Sub-Directorate. This is as conveyed by one of the informants:

"The effort of the leadership in establishing the Big Data sub-directorate, I think it's clear that their effort is to implement how the One Data works, right? Well, managing the funds to support the implementation, with the presence of our sub-directorate, means we can create a budget every year, and that budget is sufficient to, what's the term, accelerate the implementation of this." (RPW/A-1-1).
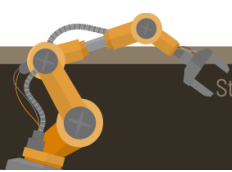
The crucial step in One Data policy by the three higher education institution is related to the integration of information systems. Several interviews conducted at the three institutions indicate similar findings. This is expressed in the following interview quotes:

"Yes, for example, in the academic department, the academic information system (SIAKAD) has its own master program table, and then on the admission website, for instance, it creates a separate program table with different codes from what's in SIAKAD. However, we need to combine the two, and we have to do it manually. When there's a change on one side, we receive no notification, so we might miss it. So, the complexity lies in connecting these systems." (HAT/A-1-2).

"Integration. This is the biggest challenge in all public universities because as I mentioned earlier, the systems were still separate and not integrated. We wanted to use One Data, but everything is still scattered. I can't even imagine how to collect all this data. It took us 10-15 years for integration, only then could it work, only then could we combine everything. It's been more than 10 years. It started in the 2000s, more than 10-15 years. Combining everything. Oh, it's a whole movement. Before we became big data, we had already adopted that methodology. So, I imagine those who are just starting now might be a little confused." (RT/C-1-1). "

University of JKL even explicitly made the integration of information systems a major project at the beginning of the implementation of the One Data system. This decision was based on the strategic effects of integrating information systems. The lack of connectivity between information systems in several faculties or work units with the central IT Unit has resulted in data asynchrony. Synchronizing these information systems takes time because of the differing data management standards between one unit and another. The experience of the three universities shows that they have encountered obstacles not solely from a technological perspective but also from a human resources standpoint.

The fundamental issue that still remains a concern is the low level of understanding among staff and the differences in business processes between various units, both internally and externally within the universities, including Indonesia's Higher Education Directorate. This finding is reflected in interview quotes from three different universities:

"So, making it one... a unified business process. This is what's of concern. In my opinion, the obstacle still lies there." (RPW/A-1-1)

"Coincidentally, I was talking to a friend this afternoon, for example, in the student affairs unit, they handle scholarships. When we asked about the business requirements and created the system accordingly, once it was done, it turned out not to be suitable because there were still manual processes needed, even though everything should have been systematized. So, there's no need for application letters, and so on. It actually reverted to manual processes. What's called digital should ideally streamline manual processes. If it's not there yet, it's still bureaucracy. So, we haven't been able to instill that concept in the users." (SIP/B-1-5).

"...difficulties with data management sometimes occur, which means, for example, data with different standards, it does take time. For example, when it comes to academic data, it's not too difficult. But for tracer studies, it's complex, right? Tracer studies are collected for next year, not this year, but we need it this year, like that. So, it's not just about One Data; it's about when the data's standard can be collected. If the standard for student affairs is different from the academic standard, and especially when the standard is issued by the ministry, it's a bit complicated because the standards differ. The faculties request it annually, but this doesn't match the central policy." (RT/C-1-1).

From the three interviews, it can be concluded that there is a need for a mature business process identification to produce the digitalization of integrated business processes between one working unit and other relevant units. As a result of business processes being partially managed in specific working units, it leads to data inconsistencies between different working units.

Another finding mentioned by the informants is related to the low level of data literacy among both leaders and staff. Data literacy is the ability of an individual to identify, understand, use, reflect upon, and communicate data to achieve their own or organizational goals [17]. This condition is reflected in the interview results as follows:

"Yes, that's true, but the awareness that data is an asset, it should be treated like managing physical assets. It's like that. There should be maintenance and so on. In my opinion, in terms of benefits, they already understand,

this institution, like that. But in terms of it being an asset, they don't quite grasp that yet. The fact that generating data is costly and so on, they don't fully comprehend it, like that. So, it's not quite there yet." (RPW/A-2-1)

"Because when talking about visualization, if people don't understand the data, it won't be of any use." (ED/B-1-1).

"Because our weakness is that the system is created, visual, data, and then what? "You've been given this graph showing the increase in the number of dropped-out students, and "then what?"RT/C-1-1

To address this, one of the efforts undertaken is to create data definitions or a data glossary, so that data management staff themselves understand the meaning of the data. Data definition is sourced, in part, from operational definitions outlined in performance guidelines, including the Strategic Plan that contains performance indicators. In addition, leaders in meetings often present data and give employees the opportunity to interpret it. Apart from getting subordinates used to using data as a basis for decision making, this is also a way for leaders to educate them about how to interpret data.

A finding that has also emerged in the implementation of the One Data policy in universities is the need for institution leaders to be aware of the importance of developing data governance. Data governance involves the allocation of roles, decision-making rights, and accountability related to data [18].

Based on documentary studies, the three universities have established roles and responsibilities for data management. This can be observed on the website of University JKL, which features a data master/data principle. Two explicit role groups emphasized in the data governance structure at University JKL are Data Custodians and data stewards. Data Custodians are responsible for managing, protecting, and ensuring the integrity and usefulness of data. Data stewards, on the other hand, are tasked with implementing data management policies and procedures, including how data is acquired, used, stored, and protected throughout its entire lifecycle from acquisition through disposition. Based on interviews with key informants at the Institute of ABC, this role division is crucial to reduce the complexity of data management. The explanation from the key informant is as follows:.

"In the DPTS or IT, we deal with the data custodian. The custodian means technically how data is stored, how it is retrieved, and how it is secured, that's the role of data custodian... But regarding the data attributes, metadata, and so on, that falls under the realm of data steward. So, a data steward is like a data guardian, if you will. In many regulations, they call it a data guardian. Now, this data guardian sets the standards for what data should look like. Of course, this must be discussed with the data custodian. But the data custodian or IT may not understand what is needed." (RPW/A-1-1).

Initially, the three universities faced difficulties in data management due to the leadership's lack of awareness of the roles and responsibilities of the IT Unit. Before One Data policy was implemented, most leaders assumed that the IT Department was responsible for data entry, updates, and all data-related matters. With the One Data policy in place, the IT Unit gradually but surely began educating the leaders about the IT Unit's role, which is more focused on providing a technological ecosystem or database. The presence of data steward roles helps address operational issues in data management. In addition to task delegation, the researched universities also started to pioneer policies and procedures for data management and data privacy.

In addition to the management structure aspect, the three universities are still in the process of developing data architecture, formulating procedures and policies related to data, and increasing awareness about data and its use as a basis for decision-making. At the moment, the most notable efforts are in data updating and metadata management.

4. Discussion

The One Data Policy in Indonesia has encouraged the three universities to implement more organized data management. Based on the research findings, all issues tend to revolve around the issue of data governance. Data governance refers to the creation of comprehensive policies for authorized data access, management, and utilization. It involves identifying the methods and procedures required for data processing and defining the qualifications of those who can access the data and the conditions under which data access is permitted [19]. One of the data governance frameworks adopted across many sectors is the framework developed by The Global Data Management Community-Dama International [20].
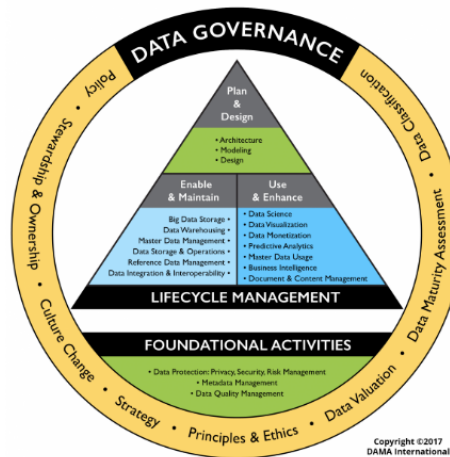
Figure 1. Data Governance Framework by DAMA International

From an organizational perspective, data governance is a component of organizational task design [21]. Establishing the structure and roles is part of organizational governance. Previous research has found that organizational structure plays a significant role in the success of IT projects [22].

The quality of data governance can be assessed through seven elements, which are (a) data governance body, (b) data quality, (c) data access or restriction, (d) data security, (e) data stewardship, ownership, and roles, (f) metadata documentation and organization, (g) business process integration [6]. The three universities have attempted the seven things above, especially data stewardship, ownership and roles. This is a strategic step because this element contains the human element as the executor of organizational governance, although the governance body data and others still need to be clarified and developed formally.

A strong connection exists among the identified challenges, which include issues with integrating information systems and a lack of data literacy and comprehension of business processes. The difficulties related to information systems integration are primarily rooted in non-technical factors rather than technical ones. These non-technical factors encompass technology acceptance, the competence of human resources, behavioral and cultural aspects, leadership, and financial considerations [23]. The integration of information systems should be accompanied by an evaluation of the digitization of current business processes. The integration of information systems should be accompanied by an evaluation of the digitization of current business processes. The integration of business processes is a concurrent procedure that runs in parallel with data processing [6].

A business process is a compilation of numerous interconnected business activities aimed at creating value for a company [24]. A business process can also be described as an organized sequence of actions intended to produce a particular outcome [25]. The introduction of data governance enables the targeted elimination of inaccurate data from business operations, leading to the generation of dependent information for making the best possible decisions [26].

Digitalization of business processes that isolated in only one service unit will usually result in data duplication and also affects in the lacking of congruity data across service units. To address this, universities need to have Business Process Management (BPM). BPM involves the examination, creation, implementation, and ongoing enhancement of organizational processes culture [27]. Initially, the emphasis was on altering individual processes, but current research emphasizes a more comprehensive approach to managing organizational processes. In this context, business process management is viewed as a unified collection of corporate abilities linked to strategic alignment, governance, methodologies, technology, personnel, and culture.

The next issue is the need to enhance data literacy among employees. A prior research has identified a connection between the degree of data literacy and the performance of government institutions [17]. Data literacy has also been proven to have a positive effect on employee productivity [28]. In simpler terms, data literacy means having the ability to "comprehend and communicate through data," to grasp the meaning of data and effectively utilize it, enabling full participation in a society influenced by the widespread availability and ease of access to vast amounts of data [29].

In the modern digital landscape, data literacy is a crucial skill that empowers individuals to comprehend, interact with, and make informed choices using data [30]. Organizations need to allocate budget for training their leaders and staff to ensure they possess sufficient data literacy.

To enhance employee literacy, a training model similar to that implemented by Purdue University can be considered. This training covers a range of skills for their employees, encompassing topics such as lifecycle models, discovery and acquisition, data description and metadata, security and storage, copyright and licensing, sharing, management and documentation, visualizations, and preservation. [31].

Broadly, the recognition of the significance of data management and the commitment of leaders at the three universities significantly promote the development of structured data management in higher education. Financial concerns are relatively minor thanks to the strong awareness and commitment of leaders to implement a One-Data policy in those three universities. Similarly, technology challenges are no more significant than human resources and data governance issues.

5. Conclusion

When data management is a priority and leaders are committed to implementing data policies, it can lead to more effective and organized data management. Financial resources are often a challenge in implementing data management initiative, however this is not the main issue in Indonesia Universities' One Data Policy implementation. Furthermore, it was found that technology issues are no more prominent than human resources and data governance issues. This suggests that the universities have a balanced approach to addressing the challenges associated with data management. It's important to have a well-rounded strategy that considers technology, human resources, and governance aspects, as all of these elements are interconnected and play a role in effective data management.

Even though those universities still have to develop and strenghten data governance body, data quality, data security regulations, metadata, and business process integration, their experiences in implementing One-Data policy can serve as a benchmark for other higher education institutions in structuring data management. In general, they have enormous potential for enhancing their quality of data management. The development of data governance and the improvement of human resources capacity are crucial in addressing the challenges of implementing the One-Data Policy. Additionaly, to streamline the process, universities can embrace a data management framework and set specific milestones for defined time periods.

Acknowledgment

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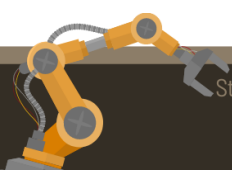
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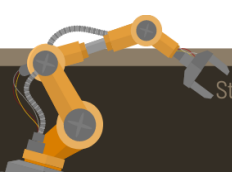
IMPLEMENTATION OF CHARACTER EDUCATION VALUES IN THE CADERARY SYSTEM AT MADRASAH MU'ALLIMIN MUHAMMADIYAH YOGYAKARTA

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Abstract

This research aims to describe the implementation of character education values in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta.The research method used in this research is qualitative research with a naturalistic approach. This research was carried out for 3 months, namely May to July 2023. This research used a technique (purposive sampling). The subjects of this research were students of class VII, VIII Madrasah Mu'allimin Muhammadiyah Yogyakarta. Data collection techniques in this research are observation, interviews and documentation. Validity or validity of the data is carried out by triangulating data originating from observations, interviews and documentation. The research results show that the character values implemented at Madrasah Mu'allimin Muhammadiyah Yogyakarta are religious, honest, tolerant, disciplined, hard working, creative, independent, democratic. The implementation of character education is supported by the five main character values developed at Madrasah Mu'allimin Muhammadiyah, namely CADRE with the following details: C (creative), A (active), D (discipline), R (religious), E (entrepreneur). The cadre levels at Madrasah Mu'allimin Muhammadiyah Yogyakarta are hierarchical and are formulated to form professional and capable functional cadre resources. At the cadre level in each structure, there are respective targets which aim to bring the cadre flow into line with the general framework and objectives of the Mu'allimin cadre.

Keywords: Character Education, Cadre System

1. Introduction

Education is an important and fundamental thing that every person must receive in order to develop. Because according to the law of the Republic of Indonesia number 20 of 2003 concerning the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation and state. Education is a process of learning knowledge, skills and habits of a group of people which are passed on from one generation to the next through teaching, training and research.

Indonesia is a country that upholds noble cultural values, politeness and good behavior. This will shape a person's character and personality. So in forming human character, there needs to be strategic steps in internalizing character values through education. Character education in Indonesia has existed since independence, known as "nation and character building"[1].

Looking at the current Indonesian context, character education implemented in Indonesia is still not running well and maximally seen from the various phenomena that are occurring today. The worrying situation experienced by teenagers in Indonesia. The character problems include the fact that there are still lots of brawls between students, increasing drug networks, disrespectful attitudes, not caring about the environment, immoral acts, and so on. The abilities that need to be developed in the nation's next generation today are the ability to create one's own identity, then the ability to live in harmony with citizens and the surrounding environment.

The derivative problem faced by the weakening of national character is the loss of national identity. Many young people today have lost the direction of progress and the mindset of building a nation, which has resulted in the loss of the nation's noble ideals of "unity in diversity" because many are more concerned with personal egoism. Social phenomena that occur among young people include the erosion of national identity and the rise of a new global identity. The result of this shift in values is the erosion of polite attitudes, mutual respect, helping each other, and so on. If this problem is left unchecked, it will result in the weakening of this culture. Generally people agree that the situation and conditions of life of the Indonesian people are chaotic and very worrying in almost all aspects of life [2].

Adolescence is a time of "sturm und drang" (typhoons and storms), a time full of emotions and sometimes emotional outbursts, which arise due to contradictions in values [3]. These passionate emotions are sometimes

difficult, both for the teenager and for the parents/adults around him. However, this passionate emotion is also useful for teenagers in their efforts to find their identity. The reactions of the people around him will be a learning experience for the teenager to choose what actions he will take in the future.

One of the character formation periods is carried out in the school environment, so the school actually makes a big contribution to the growth and development of a child's character. Adolescence, as explained above, is a very exciting time, strengthening character and ethical values needs to be instilled by educational institutions. Educational institutions such as formal schools have a big role in shaping the character of students, especially for institutions that have a mandatory boarding school concept where automatically all students stay 24 hours in the school environment. One of the schools that requires its students to live in a dormitory is Madrasah Mu'allimin Muhammadiyah Yogyakarta which is located in Wirobrajan District, Yogyakarta City. This school is a dormitory-based educational institution with a direct line of coordination under the central leadership of Muhammadiyah with the label of a Persyarikatan cadre school.

Madrasah Mu'allimin Muhammadiyah Yogyakarta is committed to having high quality academically and on the other hand is firmly rooted in the traditional values of Islamic boarding schools. In terms of character, Madrasah Mu'allimin Muhammadiyah Yogayakarta is also based on five points of core values developed which are called the 5 main values "CADRE", namely Creative, Active, Discipline, Religious, and Entrepreneur. Not only in terms of core values, Madrasah Mu'allimin Muhammdiyah Yogyakarta also has a strategy for building students' character through its cadre system. The cadre system is the main tool for field activities carried out by students as a guide in internalizing the values of character education.

Based on the results of observations through interviews conducted with one of the dormitory caretakers, it was stated that not all students implemented the values in character education because there were still obstacles that emerged. The obstacles encountered by Madrasah Mu'allimin Muhammadiyah Yogayakarta students include not being disciplined in carrying out worship, dressing, being late for school, sleeping massively in class, speaking impolitely, and not being disciplined in the learning process in class and in the dormitory. Based on the real conditions as stated above, researchers found interesting things to study in depth, such as the form of instilling character education values using the existing system with the title "Implementation of Character Education Using the Cadre System at Madrasah Mu'allimin Muhammadiyah Yogyakarta".

2. Method

The research method used in this research is qualitative research with a naturalistic approach. Qualitative research is naturalistic research because the research is carried out in natural conditions (natural settings). This research was carried out on natural objects. Qualitative research is used to obtain in-depth and meaningful data. Qualitative research was chosen because this research design provides a systematic, careful, detailed and in-depth description. The researcher intends to find out and reveal the process of internalizing the values of character education at Madrasah Mu'allimin Muhammadiyah Yogyakarta.

This research was carried out at Madrasah Mu'allimin Muhammadiyah Yogyakarta located at Jalan Letjend. S. Parman 68 Kejiwaan, Wirobrajan, Yogyakarta City, Special Region of Yogyakarta. The researcher chose and determined the location of this research based on considerations: The school is a homogeneous school consisting only of men, the school is under the direct coordination of Muhammadiyah central leadership, and the availability of supporting data sources for conducting research on the implementation of character education values in the system. cadres are in accordance with the exposure in the background.

This research was taken based on sampling techniques. This research uses a purposive sampling technique, namely a technique for determining samples based on data with certain considerations. The considerations or criteria in question are informants who are considered to know the problems being studied in this research. This research on the implementation of character education values in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta uses the following sources: Interviews with students in class VII, VIII Mu'allimin Muhammadiyah Yogyakarta about cadre activities and how to internalize existing character education values.

In this research, data collection was carried out using observation, interviews and documentation techniques. The interviews in this research used unstructured interviews. Unstructured interviews mean free interviews where the researcher does not use an interview guide that has been arranged systematically and completely for data collection. This unstructured interview is used to obtain more in-depth information. The interview guide used is only an outline of the problems to be asked.

The next data collection technique uses documentation, a data collection method that is not directly aimed at research subjects. The documents studied varied, not only official documents. This documentation can be in the form of writing or images. Apart from that, information can also be obtained from daily notes, photo archives, meeting results, or activity journals. The instrument or tool in this research is the researcher himself or the human

instrument. Researchers function as planners, implementers of data collection, analysis, interpreters of data and report the results of their research. The instruments in this research were prepared based on a predetermined problem formulation and continued into research questions.

In this research, data validity was carried out using triangulation techniques. The step used in this research is technical triangulation. This triangulation technique tests the credibility of the data by checking the data against the same source with different techniques. The use of triangulation techniques, the reliability of which is by searching for different data and data sources, then the techniques used are observation, interviews and documentation, each of which has an instrument for gathering information. Through triangulation of data techniques, it is intended that the data obtained will be more valid and consistent so that it can be analyzed and conclusions drawn regarding the implementation of character education values in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta.

The data analysis technique used in this research is qualitative data analysis obtained from data from observations, interviews and also documentation related to the implementation of character education values in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta. The data analysis technique used in this research is interactive model analysis proposed by Miles & Huberman.

3. Results

The focus of discussion in this research is the implementation of character education in the cadre system at Madrasah Mu'allimin Muhamadiyah Yogyakarta. Based on the regulation of the Minister of National Education number 2 of 2010, the values of character education include: Religious, Honest, Tolerant, Discipline, Hard work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Respect for Achievement, Friendly or Communicative, Loves Peace, Loves Reading, Cares for the Environment, Social Care, Responsibility.

Religious Values

Religiosity is the level of knowledge, belief and implementation of worship which is displayed through a series of worship behaviors in the Islamic religion which are felt with full appreciation [4]. In this research, religious values are important in implementing character education at Madrasah Mu'allimin Muhammadiyah Yogyakarta. The value of religiosity at Madrasah Mu'allimin Muhammadiyah Yogyakarta is depicted in every activity that takes place at Madrasah Mu'allimin Muhammadiyah Yogyakarta including: Prayerfardhucongregation, Al-Qur'an Tahfidz, independent Al-Qur'an recitation targets, congregational Tahajjud prayers, provision of Islamic material in formal cadres, and supporting cadre activities that are in line with the Islamic spirit.

Honest Values

Honesty is explained as behavior that reflects the harmony between heart, words and actions. What is intended by the heart, is expressed verbally through the mouth, and is depicted in deeds. The value of honesty is applied at Madrasah Mu'allimin Muhammadiyah Yogyakarta in the form of advice and advice which is conveyed orally by the dormitory instructors called pamong.

Tolerance

The linguistic meaning of tolerance indicates that tolerance is an attitude of patience in bearing the burden of feelings towards something different, whether different opinions, beliefs or religious practices. Even though Madrasah Mu'allimin Muhammadiyah Yogyakarta is an Islamic school, the value of tolerance is implemented comprehensively both through classroom learning and through the students' organizational experiences.

Discipline

Discipline is a person's willingness that arises with one's own awareness, as respect, obedience, and compliance with applicable regulations, both written and unwritten (Itang, 2015). Discipline is reflected in the actions or behavior of individuals, groups, or communities in the form of obedience or obedience to established rules. Madrasah Mu'allimin Muhammadiyah Yogyakarta applies the value of discipline in every activity carried out. Arriving on time when the material and prayers are not late is an instillation of strong discipline in the cadre system that has been designed.

Hard work

Hard work is behavior that shows serious effort in overcoming various obstacles to learning and assignments, as well as completing assignments as well as possible. According to Kesuma et al., (2011:17), hard work can be defined as an effort that continues to be made (never giving up) in completing work or assignments

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to completion without stopping with the aim of leading to a big vision that must be achieved for good or benefit. humans and the environment. Madrasah Mu'allimin Muhammadiyah Yogyakarta applies the spirit of hard work to each of its students by directly implementing internal organization which is managed independently with the supervision of accompanying teachers.

Creative

Creativity is having creativity or having the ability to create. Based on the KBBI definition, it can be concluded that creativity is the ability to create something new. Creativity is an ability possessed by a person that is used to create something new, whether in the form of an idea or work that tends to be different from existing works. In its implementation, Madrasah Mu'allimin Muhammadiyah Yogyakarta instills the value of creativity through formal cadre activities by forming groups and being given the task of making chants. The cultivation of other creative values is also reflected in activities that require students to think and express ideas in various discussion forums formed by santri organizations.

Independent

Independence is the state of being able to stand alone; don't depend on other people. The noun is independence, which means that things or situations can stand on their own without depending on other people. Independence can be seen from three aspects, namely: emotional independence which shows changes in emotional relationships between individuals, behavioral independence to make decisions without being influenced by other people and being able to be responsible for these decisions, independence in interpreting the principles of right and wrong. The aspect of the value of independence at Madrasah Mu'allimin is clearly manifested in the current pattern of dormitory development and student organizational behavior.

Democratic

Democracy is a way of thinking, behaving and acting that values the rights and obligations of oneself and others equally. Democratic humans are humans who have good behavior in personal and state life by upholding democratic values. Democratic nature is a nature that is open, sporty, peaceful, does not impose opinions, is responsible, and does not violate other people's rights. The democratic values that are instilled in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta are implemented in the activities of student empowerment through orations by candidates for the leadership of the Muhammadiyah Student Association of Madrasah Mu'allimin Muhammadiyah Yogyakarta.

4. Discussion

Based on the data that has been obtained and the research results that have been presented regarding the implementation of character education in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta. It can be concluded that respondents had various answers indicating the existence of values in implementing character education in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta with various kinds of activities and programs formed by Madrasah Mu'allimin Muhammadiyah Yogyakarta itself.

The cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta was designed through a thorough planning scheme by forming committees for each program that will be implemented, determining direction and policies in accordance with the existing Mu'allimin cadre system guidelines. Next, in terms of implementation, strengthening character education through the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta is carried out with a program that has been prepared. In its implementation, the transfer of character education values is very strong so that students' character values can be internalized well. The results of implementing character education in the cadre system at Madrasah Mu'allimin Muhammadiyah Yogyakarta are shown by output that is in accordance with the provisions in the program planning at the beginning of the program committee meeting which is in accordance with the cadre system that has been designed so that religious values, honesty, tolerance, discipline, hard work are realized. , creative, independent and democratic which is well internalized.

The cadre levels at Madrasah Mu'allimin Muhammadiyah Yogyakarta are hierarchical and are formulated to form professional and capable functional cadre resources. At the cadre level in each structure, there are respective targets which aim to bring the cadre flow into line with the general framework and objectives of the Mu'allimin cadre. The Mu'allimin cadre level is divided into two cadre components which are integrally and complementary targeted based on their respective levels as follows: 1) Compulsory Cadre, Compulsory cadre is a formal core cadre that is tied to the Mu'allimin curriculum. In other words, student involvement in programs derived from this cadre component will have academic consequences for students. Apart from that, this mandatory cadre training has the aim of emphasizing the position and urgency of Mua'llimin as a school for religious cadres. The contents of the cadre program must include ideological-normative aspects and cadre level aspects in the Muhammadiyah autonomous organization as well as instilling the Mu'allimin's vision and mission in the cadres. Cadres must have

two sub-levels which have different program specifications, namely: a) Main cadres, specifically accommodating ideological-normative aspects at the cadre level of the Muhammadiyah autonomous organization. b) Special cadre, accommodating ideological-normative aspects with a touch typical of the Mu'allimin cadre. 2) Supporting cadre, is a cadre formulation that is useful for improving the quality of cadre resources according to interests, talents, skills and expertise in certain fields as support for cadre involvement in their respective fields of service. Supporting cadres are not related to academic consequences. This means that student involvement in these derivative programs will not affect their academic fate. This cadre target will later be lowered into cadre levels which are divided based on Mu'allimin's 6 years of education.

5. Conclusion

The Mu'allimin cadre is hierarchical in nature and was formulated to form professional and capable functional cadre resources. At the cadre level in each structure, there are respective targets which aim to bring the cadre flow into line with the general framework and objectives of the Mu'allimin cadre.

The Mu'allimin cadre level is divided into two cadre components which are integrally and complementaryly targeted based on their respective levels as follows: 1) Compulsory cadre, . 2) Supporting cadre, is a cadre formulation that is useful for improving the quality of cadre resources according to interests, talents, skills and expertise in certain fields as support for cadre involvement in their respective fields of service. Supporting cadres are not related to academic consequences

Acknowledgment

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THE INFLUENCE OF USING E-LEARNING AND SELF-EFFICACY ON STUDENTS' LEARNING ACHIEVEMENT IN THE COVID-19 PANDEMIC

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Abstrak

Pandemi Covid-19 mendorong semua sekolah di Indonesia melaksanakan pembelajaran secara online. Sebagian sekolah menyelenggarakan pembelajaran melalui platform e-elearning. Penelitian ini bertujuan untuk mengetahui pengaruh: 1) penggunaan e-learning terhadap prestasi belajar siswa pada masa pandemic covid-19; 2) self efficacy terhadap prestasi belajar siswa pada masa pandemic covid-19; 3) penggunaan e-learning dan self efficacy terhadap prestasi belajar siswa pada masa pandemic covid-19. Penelitian ini merupakan penelitian asosiatif kausal menggunakan desain *ex post facto* dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas X program studi Otomatisasi dan Tata Kelola Perkantoran SMK Negeri 1 Pengasih sejumlah 72 siswa. Data dikumpulkan menggunakan angket. Angket yang digunakan telah diuji validitas dan reliabilitasnya. Uji validitas angket menggunakan analisis korelasi Product Moment dan uji reliabilitas menggunakan analisis Alpha Cronbach's. Analisis data penelitian menggunakan teknik analisis regresi sederhana dan regresi ganda. Hasil penelitian menunjukkan bahwa: 1) terdapat pengaruh positif dan signifikan penggunaan e-learning terhadap prestasi belajar siswa pada masa pandemi covid-19 sebesar 33,3%; 2) terdapat pengaruh positif dan signifikan efikasi diri terhadap prestasi belajar siswa pada masa pandemi covid-19 sebesar 37,8%; 3) terdapat pengaruh positif dan signifikan penggunaan e-learning dan efikasi diri secara simultan terhadap prestasi belajar siswa pada masa pandemi Covid-19 sebesar 40,4%.

Keyword: pandemi covid-19, prestasi belajar, *self efficacy*, *e-learning*

1. Inroduction

The impact of the COVID-19 pandemic has not only affected public health but has affected the development of all sectors around the world. The education sector is one of the sectors most vulnerable to this crisis (Anas & Murti, 2021; Xiong et al., 2021), because access to quality education is hampered due to school closures. School closures are considered one of the most efficient interventions to prevent the spread of the virus (Haug et al., 2020). As a result of the school closures, educators are very concerned because this impact has resulted in decreased student academic achievement. Woessmann (2020) explains that student achievement has declined further due to school closures during COVID-19. Added by (Kuhfeld et al., 2020), the negative effect of school closures is that student achievement is not good because they are not involved in the learning process.

Empirically, the impact of COVID-19 on learning achievement has been investigated in the United States (Dorn et al., 2020; Kuhfeld et al., 2020), Belgium (Maldonado & De Witte, 2022), Netherlands (Engzell et al., 2021), and Germany (Depping, Denise; Lücken, Markus; Musekamp, Frank; Thonke, 2021; Förster et al., 2022; Schult et al., 2022). Some of the results of these studies compared student achievement before and after the pandemic. They found lower than expected scores on student report cards. The impact of COVID-19-related school closures on student achievement is still under-researched. This is because the literature related to COVID-19 and academic achievement is more often about acceptance and use of digital learning technology and distance learning (Andrew et al., 2020; Blume et al., 2021; Grewenig et al., 2021; Maity et al. al., 2022; Pensiero et al., 2020).

In connection with Circular Letter Number 4 of 2020 concerning Education Policy in Emergency Situations of the Spread of Coronavirus Disease (COVID-19), namely due to school closures, the teaching and learning process is carried out from home. In this case, the government recommends each educational institution to adopt or use digital learning technology and distance/online learning. Digital technology-based learning is considered to provide more benefits and convenience for students, because this technology can allow students to study flexibly wherever and whenever needed (Sholikah & Harsono, 2021b). Material that students do not understand at school can be studied again through this technology so that it will make it easier for students to understand material in a longer time because it is not only limited to school. Supported by (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020), online learning is an option that helps teachers convey material to students. Other studies, (Acosta et al., 2018), (Leindarita, 2021), and (Shaaban, 2020) reveal that electronic learning (e-learning)

is very effective for students, because it is interactive, interesting, and entertaining. In addition, e-learning also opens freedom for students to express ideas that do not arise during direct learning because students sometimes feel shy, shy, afraid, and do not have good verbal skills (Butnaru et al., 2021; Chan et al., 2021; Chan et al. al., 2021; Mulyono et al., 2021). E-learning can facilitate student self-learning by taking control over content, managing the sequence of learning, setting the pace of learning, fixing time, and choosing media to meet learning objectives (El Miedany, 2019; Talosa et al., 2021).

The results of previous research, (Hidalgo-Camacho, Escudero, Villacis, & Varela, 2021) found that online learning had a positive and significant effect on learning achievement during the COVID-19 pandemic. Students stated that the online platform worked well when studying during the pandemic. The students revealed that they studied online as much as they studied in class so that student scores did not show a significant difference when studying at school or studying online. The results of different studies show that online learning does not have much effect on learning achievement (Nurohmat, 2020). The disadvantages of e-learning are that it requires self-discipline and time management skills, loss of social interaction, is not suitable for all topics, lack of practice-based learning, and dependence on technology. For this reason, the implementation of the learning process through e-learning must pay attention to the quality of the online learning process (Ayu, 2020; Bylieva et al., 2020; Sholikah & Sutirman, 2020). Choosing learning media that suits students' needs will increase student activity (Lubis & Dasopang, 2021; Sholikah & Harsono, 2021b). Therefore, educational institutions are required to provide learning content that is interesting and according to the needs of students so that the quality of learning can be maintained.

Quality learning is effective learning as measured by the level of satisfaction and student achievement (Pham et al., 2019; Razinkina et al., 2018; Dufrene & Young, 2014). Learning achievement is a measure of success which is manifested by grades or numbers based on experience gained after evaluation (Sholikah et al., 2021). Obtaining good grades is one of the main goals at all levels of education. Therefore, the identification of factors that influence student achievement has become one of the most important concerns of researchers and educational psychologists (Mega et al., 2014). Self-efficacy is one of the important factors that influence learning achievement. According to Bandura (1997) and Schunk & Ertmer (2000), self-efficacy leads to students' beliefs and attitudes towards their ability to achieve academic success, as well as belief in their ability to fulfill academic assignments and successful learning.

Self-efficacy refers to excellent individual performance through increased commitment, effort, and persistence (Pintrich & De Groot, 2003). Students with a high level of self-efficacy will believe that their failure is due to the effort or effort made that is lower than their abilities. Meanwhile, students with low self-efficacy will think that their failure is due to their low ability (Kurbanoglu & Akin, 2010). Self-efficacy can influence a person in completing their tasks. In other words, students with low self-efficacy tend to be afraid of doing assignments, avoid, delay, and give up ((Bandura, 1997; Schunk & Ertmer, 2000). On the other hand, students who have high levels of self-efficacy tend to rely on themselves. they themselves when facing complex problems to find these problems, and they will try more and last longer to solve these problems (Sadi & Uyar, 2013).

Research conducted by Alyami et al. (2017) found that self-efficacy has a positive and significant effect on student achievement. Other studies have also found that self-efficacy has a considerable influence on student learning, motivation, and achievement (Doménech-Betoret et al., 2017; Hidalgo-Camacho et al., 2021; Putwain et al., 2013). This statement is reinforced by previous research conducted by Sihaloho (2018) that there is a positive and significant effect of self-efficacy on student learning outcomes of 60.5%. Thus, students who have strong efforts to complete tasks in learning can get good learning achievements.

The learning process in Indonesia during the COVID-19 pandemic was carried out online by utilizing various digital media such as Zoom, Google Meet, WhatApps, and other applications. These conditions require educators and students to master how to use learning media so that the learning process can run well and smoothly. During the pandemic, the learning process was carried out in accordance with the government's recommendations contained in the Circular of the Minister of Education and Culture Number 4 of 2020. The government made a policy so that learning during the COVID-19 pandemic was carried out through online learning. As a result of the online learning process, many students experience a decrease in learning achievement. This happened because of the low confidence of students in completing learning assignments during the pandemic. Therefore, this study identified factors that influenced student achievement during the COVID-19 pandemic, namely learning media (e-learning/online) and self-efficacy. The two factors above, namely learning media (e-learning) and self-efficacy are the most crucial factors influencing student achievement. For this reason, the purpose of this study was to determine the effect of using e-learning and self-efficacy on student achievement.

2. Method

A quantitative approach with the ex post facto method was carried out in this study, because the data source came from the learning process that had been carried out previously. The purpose of this study was to determine and analyze the effect of the variables using e-learning and self-efficacy on learning achievement during the COVID-19 pandemic. The e-learning used in this study is the BeSmart learning application. The sample of this study consisted of 72 students from two public vocational high schools in Kulon Progo and Bantul Regencies, Special Region of Yogyakarta, Indonesia. The selection of the two schools was due to their having the same characteristics, namely the status of a state vocational school with A accreditation and having implemented BeSmart learning media as e-learning. Sampling in this study used a total sampling technique in which all members of the population were used as samples. Supported (Arikunto, 2013), the population is less than 100, so it is better if the entire population is sampled.

Instrument Validity and Reliability

Research data were collected using a closed questionnaire with a multilevel scale model with four answer choices (1: Strongly Disagree, 4: Strongly Agree). The questionnaire was made in the form of a Google form which was shared with 72 respondents via the WhatApps Group. The questionnaire consists of 20 statements on the use of e-learning variables, 20 items on self-efficacy variables, and student scores as indicators of learning achievement. Prior to analysis, this study conducted trials on 72 respondents with the same criteria as the research sample. The first test is the validity test using the Product Moment correlation formula. Based on the validity test, all statement items on the variable use of e-learning and self-efficacy are proven to be valid. After testing the validity, the researcher conducted a reliability test using the Alpha Cronbach's formula. The results of the instrument reliability test show that all variables have a very strong level of reliability. The results of the validity and reliability tests of this study are shown in table 1.

Table 1. Validity Test Results

Variables	Indicators	Item	r count	r table	a
Use of e-learning (Riyanto, 2011)	Assessment (PE1)	PE1.1	0,654	0,227	0,915
		PE1.2	0,640	0,227	
		PE1.3	0,551	0,227	
		PE1.4	0,634	0,227	
	Community (PE2)	PE2.1	0,623	0,227	
		PE2.2	0,496	0,227	
		PE2.3	0,650	0,227	
		PE2.4	0,616	0,227	
	Online teacher (PE3)	PE3.1	0,578	0,227	
		PE3.2	0,645	0,227	
		PE3.3	0,616	0,227	
		PE3.4	0,648	0,227	
	Opportunity to collaboration (PE4)	PE4.1	0,608	0,227	
		PE4.2	0,702	0,227	
		PE4.3	0,703	0,227	
		PE4.4	0,698	0,227	
	Multimedia (PE5)	PE5.1	0,427	0,227	
		PE5.2	0,685	0,227	
		PE5.3	0,669	0,227	
		PE5.4	0,685	0,227	
Self-efficacy (Bandura, 1997)	Difficulty (SE1)	SE1.1.	0,635	0,227	0,924
		SE1.2	0,740	0,227	
		SE1.3	0,675	0,227	
		SE1.4	0,694	0,227	
		SE1.5	0,713	0,227	
		SE1.6	0,653	0,227	
		SE1.7	0,476	0,227	
	Freedom (SE2)	SE2.1.	0,794	0,227	
		SE2.2	0,800	0,227	
		SE2.3	0,702	0,227	
		SE2.4	0,730	0,227	

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Variables	Indicators	Item	r count	r table	a
		SE2.5	0,768	0,227	
		SE2.6	0,610	0,227	
	Strength (SE3)	SE2.1.	0,447	0,227	
		SE3.2	0,717	0,227	
		SE3.3	0,765	0,227	
		SE3.4	0,642	0,227	
		SE3.5	0,637	0,227	
		SE3.6	0,523	0,227	
		SE3.7	0,513	0,227	
Student learning	Daily Assessment (PB1)	PB1.1.	0.563	0,227	0.744
achievement	Mid Semester Assessment (PB2)	PB2.1	0.583	0,227	
(Sholikah et al.,	End of Semester Assessment (PB3)	PB3.1	0.564	0,227	
2021)					

Source: Processed primary data

3. Research Hypothesis

This study examines three variables, namely the use of e-learning, self-efficacy, and student achievement which are formulated in the following hypothesis.

H1: The use of e-learning has a positive and significant effect on learning achievement during the Covid-19 pandemic.

H2: Self-efficacy has a positive and significant effect on learning achievement during the Covid-19 pandemic.

H3: The use of e-learning and self-efficacy has a positive and significant effect on learning achievement during the Covid-19 pandemic.

Data Analysis

Data analysis in this study used Multiple Regression Analysis with the help of the IBM SPSS Statistics 26 for Windows program to test the proposed research model. The use of multiple regression analysis is because this technique functions to investigate and model the relationship between variables, so this analysis is very interesting theoretically because the mathematical concept or calculation of the correlation coefficient has a close relationship between variables (Draper & Smith, 1992). In data analysis, this study conducted a description of the data (mean, median, mode, and standard deviation and frequency distribution), analysis prerequisite tests, and hypothesis testing.

4. Results

Data Description

The description of the research data includes descriptive statistics, analysis of prerequisite tests, hypothesis testing, and analysis of relative contribution (SR) and effective contribution (SE) tests. The first step in the analysis of this data is descriptive statistics. Descriptive data about the use of e-learning, self-efficacy, and learning achievement are shown in table 2.

Table 2. Data Description

Variables	Learning achievement	Use of e-learning	Self-efficacy
Max.	96	78	79
Min.	24	49	46
Mean	79,38	62,15	61,53
Modus	66	62,5	62,5
Median	81	63	49
SD	11,46	7,22	8,45
Class Intervals	7	7	7
Class Range	72	29	33
Class Length	10,286	4	5

Source: Processed primary data

Table 2 explains that the learning achievement variable has the lowest value of 24, the highest value of 96 with an average value of 79.38, and a standard deviation value of 11.46. The variable using e-learning has the lowest score of 49, the highest score of 78 with an average value of 62.15, and a standard deviation value of 7.22. The self-efficacy variable has the lowest value of 46, the highest value of 79 with an average value of 61.53, and a standard deviation value of 8.45. Meanwhile, the results of testing the frequency distribution for each variable are described in the following table.

Table 3. Frequency Distribution of Learning Achievement Variables

Intervals	Frequency	Percentage
24 – 33	1	1%
34 – 43	0	0%
44 – 53	2	3%
54 – 63	1	1%
64 – 73	13	18%
74 – 83	25	35%
84 – 93	30	42%

Source: Processed primary data

Identification of tendencies or high and low learning achievement in this study used the Minimum Completeness Criteria (KKM) value that had been set by the school, namely 75. The categorization of tendencies was divided into two categories, namely the Mastery category = $X \geq 75$ and the Not Mastery category = $X \leq 75$. Based on previous calculations, the categorization of Learning Achievement variables can be seen in table 4.

Table 4. Categorization of Archival Learning Achievement Values

Intervals	Frequency	Percentage	Category
≥ 75	52	72%	Mastery
< 75	20	28%	Not Mastery

Source: Processed primary data

Table 4 explains that the frequency of student achievement variables is 52 students (72%) in the complete category, while 28% of students are in the incomplete category. Thus, the biggest trend in this variable is in the Mastery category.

Table 5. Variable Frequency Distribution of E-Learning Use

Intervals	Frequency	Percentage
53 - 55	5	7%
56 - 58	6	8%
59 - 61	6	8%
62 - 64	27	38%
65 - 67	12	17%
68 - 70	15	21%
71 - 73	1	1%

Source: Processed primary data

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The distribution of the frequency of the variable use of e-learning is shown in table 5. The highest frequency is 27 or 38% with a score interval of 62-64. Next, identify the tendency of high and low use of e-learning using the ideal mean value and ideal standard deviation with four categories, namely very high $\{X \geq (M_i + 1,5SD_i)\}$, high $\{M_i < X < (M_i + 1,5SD_i)\}$, low $\{(M_i - 1,5 SD) < X < M_i\}$, and very low $\{X < (M_i - 1,5SD_i)\}$. The results of these calculations can be seen in table 6.

Table 6. Variable Tendency Categories of E-Learning Use

Intervals	Frequency	Percentage
65 - 80	28	39%
50 - 64	44	61%
35 - 49	0	0%
0 - 34	0	0%

Source: Processed primary data

Table 6 shows that the tendency to use e-learning in the very high category is 39%, and the high category is 61%. The data illustrates that the greatest tendency in this variable is in the high category.

Table 7. Frequency Distribution of Self-efficacy Variables

Interval	Frekuensi	Persentase Frekuensi
46 - 50	15	21%
51 - 55	5	7%
56 - 60	5	7%
61 - 65	22	31%
66 - 70	17	24%
71 - 75	5	7%
76 - 80	3	4%

Source: Processed primary data

The frequency distribution of the self-efficacy variable is shown in table 7. Table 7 shows the highest frequency, which is 22 or 31% in the score interval of 61-65. Next, identify the tendency for high and low self-efficacy using the ideal mean value and ideal standard deviation with four categories, namely very high $\{X \geq (M_i + 1,5SD_i)\}$, high $\{M_i < X < (M_i + 1,5SD_i)\}$, low $\{(M_i - 1,5 SD) < X < M_i\}$, and very low $\{X < (M_i - 1,5SD_i)\}$. The results of these calculations can be seen in table 8.

Table 8. Variable Tendency Categories of E-Learning Use

Intervals	Frequency	Percentage
65 - 80	31	43%
50 - 64	29	40%
35 - 49	12	17%
0 - 34	0	0%

Source: Processed primary data

Table 8 presents information that the tendency of students' self-efficacy in the very high category is 43%, the high category is 40%, and the low category is 17%. Thus, the tendency of self-efficacy in this study is in the very high category.

Prerequisite Analysis Test

Before the data obtained was analyzed descriptively and statistically, a normality test was first performed to find out whether the data was normally distributed through the Kolmogorov-Smirnov test. If the normality distribution p> 0.050, then the data is said to be normal. Meanwhile, if p <0.050, then the data is considered abnormal (J. Pallant, 2005). The normality test results are shown in table 9.

Table 9. Summary of Normality Test Results

Variables	One-Sample Kolmogorov-Sminorv Test				
	N	Normal parameters		Kolmogorov-Smirnov Z	Asym. Sig. (2-tailed)
		Mean	SD		
Use of e-learning	72	62.15	7.271	0.089	0.200
Self-efficacy	72	61.53	8.513	0.137	0.052
Learning achievement	72	79.38	11.537	0.103	0.058

Source: Processed primary data

Table 9 shows the Kolmogorov-Smirnov significance value of the three variables in this study. The results of the normality test show that each is more than 0.050, so the research data meets the assumptions of normality. In addition to testing for normality, linearity and multicollinearity are also carried out (Denis, 2018). The linearity criterion is that data is considered linear if the calculated F value is smaller than the F table. While the multicollinearity criteria can be seen from the Variance Inflation Factor (VIF) value. If the VIF value is less than 4, then the research data meets the multicollinearity test requirements. The two tests are presented in table 10.

Table 10. Summary of Linearity and Multicollinearity Test Results

		Penggunaan e-learning	Self-efficacy
Linearity test	F hitung	1.114	1.161
	F tabel	1.853	1.725
	Sig.	0.366	0.324
Multicolinearity test	VIF	2.498	2.498
	Tolerance	0.400	0.400

Source: Processed primary data

Table 10 shows that the calculated F value is smaller than the F table. Therefore, the research data has met the requirements of linearity. Meanwhile, the table also explains that the VIF value is less than 4, so the research data passes the multicollinearity test.

Hypothesis testing

After obtaining data on student achievement, use of e-learning, and self-efficacy, researchers try to find correlations between these variables. Therefore, the main objective of this study is to determine the effect of these three factors.

Table 11. Summary of Hypothesis Testing Results

Hypothesis		H1	H2	H3
r value	r	0,577	0,615	0,635
	r^2	0,333	0,379	0.404
t value	t-count	5,905	6,534	
	t-table	1,667	1,667	
F value	F-count			
	F-table			3.130
Coefficient		1,513	0,834	0,656
				0,572
Constanta		-16,719	28,040	2,545
Information		Positive	Positive	Positive

Source: Processed primary data

The first hypothesis is that the use of e-learning has a positive and significant effect on student achievement during the COVID-19 pandemic. The results of the analysis found that the calculated t value is greater than t table (5,905 > 1,667). Therefore, the first hypothesis is supported in this study. Judging from the value of the correlation coefficient, the use of e-learning variable has a value of 0.577 and the correlation level is positive. From the value of the coefficient of determination, the use of e-learning variables affects student achievement by 33.3%. Thus, the regression equation on this variable is Y=-16.719+1.513X_1+ε.

The second hypothesis is that self-efficacy has a positive and significant effect on student achievement during the COVID-19 pandemic. Table 11 explains that the calculated t value is greater than t table (6,534 > 1,667), so the second hypothesis is supported in this finding. The correlation coefficient value on the self-efficacy

variable is 0.615 and the correlation is positive. this means, the higher the student's self-efficacy, the better the learning achievement. In influencing learning achievement, this variable only contributes 37.9%. the regression equation for this variable is $Y=28.040+0.834X\_2+\varepsilon$.

The third hypothesis is that the use of e-learning and self-efficacy has a positive and significant effect on student achievement during the COVID-19 pandemic. Testing the third hypothesis uses the F value. The calculated F value in this study is greater than the F table (23,369 > 3,310), so the third hypothesis is supported in this study. The multiple correlation coefficient values in table 11 show that this study has a value of 0.635 with a positive correlation. This means that, simultaneously, the use of e-learning and self-efficacy have a positive and significant effect on student achievement during the COVID-19 pandemic. Judging from the value of the coefficient of determination, the use of e-learning and self-efficacy has an effect of 40.4% on student achievement during the COVID-19 pandemic. The multiple regression equation for this hypothesis is $Y=2.545+0.656X\_1+0.572X\_2+\varepsilon$.

Table 12. Summary of Relative Contribution and Effective Contribution Test Results

Variables	Relative Contibution	Effective Contibution
X1	35.7%	14.4%
X2	64.3%	26.0%
	100%	40.4%

Source: Processed primary data

Table 12 shows that the use of e-learning (X1) made a relative contribution of 47.78% and self-efficacy (X2) made a relative contribution of 52.22% to student achievement during the COVID-19 pandemic (Y). The effective contribution in research is 25.99% for the use of e-learning (X1) and 28.40% for self-efficacy (X2). These independent variables together have an effective contribution of 54.39% while the other 45.61% are variables not examined.

Table 13. Hypothesis Test Results

Hipotesis	β	t	F	Sig.	Correlation	Status
H1: X1→Y	-16.719	5.905	34.869	0.000	0.577	Terbukti
H2: X2→Y	28.040	6.534	42.692	0.000	0.615	Terbukti
H3: X1 dan X2 → Y	2.545	-	23.369	0.000	0.653	Terbukti

Source: Processed primary data

5. Discussion

The results of the study regarding the effect of the use of e-learning and self-efficacy on students learning achievement during the Covid-19 pandemic can be seen in Figure 1.
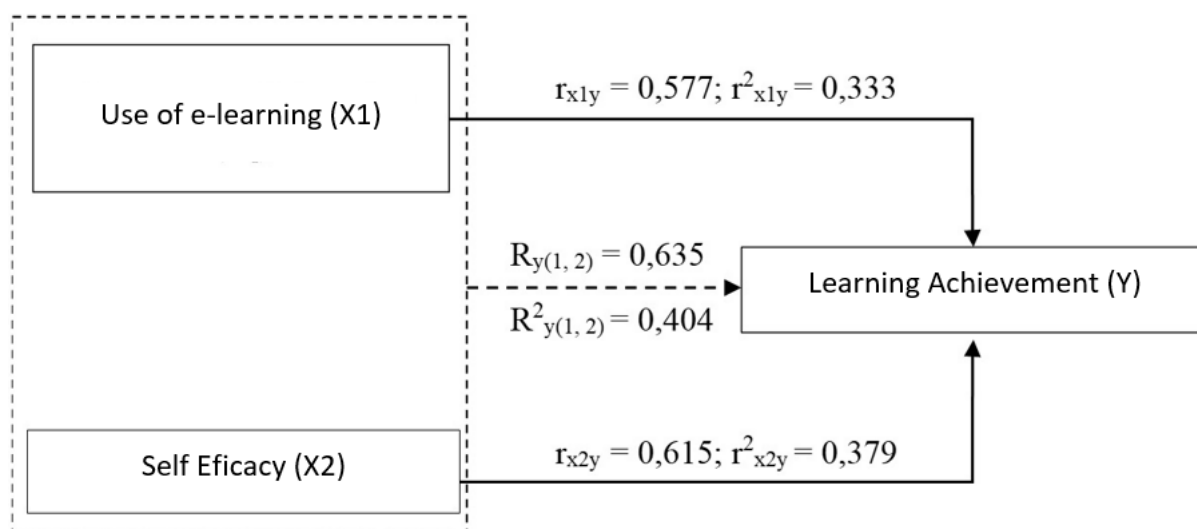
Figure 1. Summary of Research Results

Effects of the Use of E-Learning on Class Student Achievement during the Covid-19 Pandemic

The results of the study show that there is a positive effect of the use of e-learning on learning achievement. This finding is supported by research conducted by (Suprianto, Arhas, & Salam, 2018) entitled "The Influence of Learning Media and Classroom Management on Student Achievement at State Vocational School, Tanete Riattang District, Bone Regency", namely that there is a positive and significant effect of learning media on learning achievement as indicated by the value of the correlation coefficient (rx1y) of 0.412, the coefficient of determination (r^2x1y) of 0.170, F-count of 35.379 with a significance value of 0.000 <0.05. Another study conducted (Erdawati & Sartika, 2022) found that there was a positive and significant effect of the use of e-learning on learning achievement as indicated by a t-count of 5.205 > t-table of 1.986 and a significant level of 0.000 <0.05.

The results of the study (Ibrahim & Suardiman, 2014) also support this study where they found that there is a positive effect of using e-learning on student achievement. Other findings also agree that online learning has a positive impact on student achievement (Ferdian & Suyuthie, 2022; Sasmita et al., 2020). This is because learning with e-learning is more effective because it can be done anywhere and anytime by utilizing modern, developing technologies (Ismiyati et al., 2021; Sholikah & Harsono, 2021a, 2021b; Sholikah & Sutirman, 2020). The use of technology in learning during a pandemic is expected to improve the skills of educators and students so that learning can be more effective, and objectives are achieved properly (Ni, 2013). Supported by (Dhawan, 2020) and (Tsay, Kofinas, & Luo, 2018), the use of e-learning in learning can improve student achievement because learning can create a fun, student-centered, and flexible learning process. In addition, online learning with e-learning media can improve students' critical thinking skills, creative thinking skills, and improve problem solving skills (Fadde & Vu, 2014; Mufidah et al., 2018)

The findings of this study are also supported by the theory put forward by Usman (2009) that learning achievement is influenced by several factors both internal or from within a person, as well as external or from outside a person where learning media is one of the external factors that affect learning achievement. The use of e-learning learning media, namely BeSmart, especially in utilizing various features that can be accessed anytime and anywhere, is expected to make it easier for students to understand the material so that good learning achievements are obtained even though students' study independently online during the Covid-19 pandemic.

The Effect of Self-efficacy on Learning Achievement during the Covid-19 Pandemic

The results of the study show that there is a positive effect of self-efficacy on learning achievement. These findings support research (Agung, Wulandari, Suastra, Bagus, & Arnyana, 2022) namely that there is a significant effect on self-efficacy on learning achievement. added by (Alafgani & Purwandari, 2019), self-efficacy has a large role in behavior or learning patterns in students, especially in learning achievement. Students with a high level of self-efficacy will believe that they can go through the learning process well, and can even do all the assignments given to them. In addition, they are confident that they will be able to achieve good results. For this reason, students with high self-efficacy will feel confident in their ability to organize and complete tasks to achieve the desired results at a certain time with a level of difficulty. In other words, this condition can affect the pattern of independence in student learning. Therefore, students with high self-efficacy can manage their learning experiences effectively to achieve optimal learning outcomes.

Almost the same as (Sufirmansyah, 2015), self-efficacy affects learning achievement because strong self-efficacy in students will build an effective learning experience so that they can achieve learning goals perfectly. From previous research, self-efficacy is an effort to improve student achievement because there are three underlying dimensions, namely magnitude level, strength, and discretion. The first level, namely the magnitude level, can be seen from the tasks that can be completed properly, ranging from simple to difficult tasks without hesitation. The second dimension can be identified through the mastery of various subjects and in completing a task, and the third dimension is the stability of students in completing the assigned task properly. These three dimensions are a benchmark for increasing student achievement (Khayati & Bachelor, 2015; Sholikah et al., 2021).

Self-efficacy can affect student achievement because self-efficacy or belief in individuals can foster high motivation to achieve goals in the learning process. Individuals with high self-efficacy will drive their motivation to excel using their skills, efforts, and abilities. Therefore, before achieving these goals, they must believe in their abilities (Sholikah et al., 2021). In fact (Bandura, 1997) revealed that self-efficacy is an important factor in determining learning achievement, but the influence that can be given can be in the form of direct or indirect influence. In this case, individuals who have a high level of confidence in their abilities will try to master and complete the exam questions given. This belief is based on other efforts such as learning strategies and learning regulatory patterns. This self-confidence must be strengthened by learning efforts, so that it will increase learning

achievement. However, if individuals have self-confidence and are not matched by real effort or effort, it will not affect learning achievement (Santrock, 2012).

In addition, the results of this study are also in line with the theory put forward by (Slameto, 2015) that there are two factors that can affect learning achievement, namely internal and external factors where self-efficacy is one of the external factors that can affect learning achievement. Students with low self-efficacy tend to avoid learning assignments, especially those that have challenges, while students with high self-efficacy tend to have an interest in learning assignments so that they will put more effort and last longer in working on learning assignments even though they study and do assignments on their own without assistance. friends during online learning during the Covid-19 pandemic.

The Effect of Using E-Learning and Self-efficacy on Student Achievement during the Covid-19 Pandemic

The results of the study showed that there was a positive and significant influence on the use of e-learning and self-efficacy together on student archiving achievement during the Covid-19 pandemic. This is indicated by the value of the correlation coefficient or $ry(1, 2)$ of 0.635 so that it can be seen that the use of e-learning and self-efficacy together have a positive influence on learning achievement. The coefficient of determination for y or $r^2y(1, 2)$ is 0.404 so that it can be seen that the use of e-learning and self-efficacy simultaneously influences learning achievement by 40.4% while 59.6% is influenced by other factors or variables . Based on the f test, an fcount of 23.369 is obtained at an error level of 5%, which means that fcount > ftable (23.369 > 3.310) which means that H0 is rejected, and Ha is accepted, namely the use of e-learning and self-efficacy together have a positive and significant effect on achievement study.

This is reinforced by the results of multiple regression analysis calculations that the use of e-learning provides a relative contribution of 35.7% and self-efficacy of 64.3%. The effective contribution given by the variable use of e-learning is 14.4% and self-efficacy is 26.0%. The total effective contribution is 40.4%, which means that the use of e-learning and self-efficacy together makes an effective contribution of 40.4% to learning achievement while 59.6% of other variables not examined in this study.

The two factors that affect learning achievement above are actually factors that influence learning itself as described by Usman (2009) and Slameto (2010) that there are two main factors that can affect learning achievement, namely internal factors that come from oneself including physical conditions. and psychological (self-efficacy), then external factors that come from outside oneself include the family environment, residential environment, and school environment (learning media). Therefore, both factors need to be considered to improve student learning achievement.

Implications

The implication of this finding is that educators need to maximize the use of features in e-learning (BeSmart) such as uploading material in the form of videos or audio presentations so that students can more easily understand the material. With this form, they don't just read, but see and hear explanations about the material. In addition, IT teams in educational institutions also need to improve server quality so that BeSmart can be accessed smoothly by all students and teachers at the same time.

This research has been carried out according to scientific procedures, but there are still limitations, namely first, the Learning Achievement variable is only assessed from a cognitive perspective, while affective and psychomotor aspects are not included in this study. The cognitive scores used are the average Daily Assessment, Middle Semester Assessment, and Final Semester Assessment odd semester 2021/2022 Academic Year. Second, the research instrument used was a questionnaire which was given to respondents online through the WhatsApp Group so that researchers were not able to supervise each respondent one by one in filling out the questionnaire according to their own circumstances.

6. Conclusion

This study found that the use of e-learning had a positive effect on student achievement during the COVID-19 pandemic. This is because the use of digital technology in learning makes it easier for students to learn. For example, students immediately know their results or grades after working on assessment questions. The speed and accuracy of the results or value information in the learning process is the most dominant factor in influencing the use of e-learning. Even though the use of e-learning results in accuracy and speed in obtaining value information, students feel that the discussion forums in the media are not optimally utilized because only a few students join the forum.

The results of this study also reveal that self-efficacy has a positive effect on student achievement. This is because students have an unyielding attitude even though the test scores are below the standard of completeness, they will still try to get better grades according to their target. One of the students' disappointment, with their learning achievement is when the teacher gives an assessment that is not in accordance with the grid given. Therefore, the teacher must conduct an assessment transparently.

The final finding in this study is that the use of e-learning and self-efficacy has been shown to have a joint effect on student achievement during the Covid-19 pandemic by 40.4%, which means that for every one unit increase in the use of e-learning and self- efficacy together will be followed by an increase in learning achievement of 40.4%. The use of e-learning makes a relative contribution of 35.7% and self-efficacy of 64.3%. For further research, researchers can find other factors that affect learning achievement.

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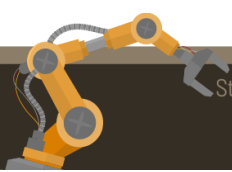
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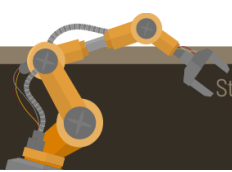
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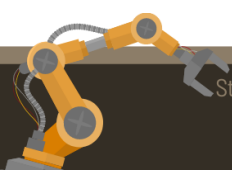
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OBSTACLES EXPERIENCED BY STUDENTS IN APPLYING THE TRANSFERABLE SKILL OF "COMMUNICATION"

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Abstract

Effective communication is a precondition for successful learning. This study aimed to describe the abilities and the obstacles to communication among students who carry out Educational Practice in Catering and Clothing Engineering Education at Universitas Negeri Yogyakarta. This study is survey research. The subjects were 72 Culinary and Fashion Education students who carried out Educational Practice. The data collection was carried out through a questionnaire. The data gained was then analyzed using descriptive statistics. The results of the research showed that 17.81% of respondents encountered obstacles because they had psychological barriers, namely difficulty communicating with teachers or school principals, 16.44% had semantic barriers because of the many foreign terms which made it difficult to convey the material. teaching, as much as 10.96% due to obstacles in physical aspects in using communication tools in teaching (physical barriers), and as many as 8.22% due to physiological barriers (physiological barriers) due to not being able to make loud sounds that can be heard in the classroom.

Keywords: transferable skill, communication, engineering education

1.   Introduction

In the twenty-first century, education demands learning that creates quality people and masters several skills, including critical thinking skills, communication, collaboration, and creativity. Every person does not have these four skills from birth, but these four skills can be trained through education (Sarifah & Nurita, 2023)

Transferable skills are core competencies needed for basic skills and problem-solving skills. It is helpful so that students become agents of change in education policy. Someone is said to have transferable skills if they are skilled at communicating, solving problems, collaborating with other people, managing themselves, and being able to learn and master technology in their work (Ana et al., 2020).

The advantages of these transferable skills are not only for work purposes but also for improving the quality of life. Transferable skills are fundamental to implement in formal education, so they must be implemented in the educational curriculum (Demaria et al., 2018). Transferable skills are developed in formal or informal education curricula (Lockhart, 2016). Developing and improving transferable skills can positively influence job satisfaction (Olsen et al., 2019).

The transferable skills attribute in the communication aspect can be explained as follows:

Table 1. Transferable skills attributes for the communication aspect.

Attribute	Definition
Presentation	Precsenting concept deff Mello and Wattret (2021) different method of communication.
Team work	Being able to communicated with order
Listening	Being to be able to accept other's view and act accordingly
Negotiation	Analysing a particulary situation and finding a compromise when nescersary, keeping emotions in check adapting communication skills to deferent audiences/setting
Audience Awareness	Being able to communacate with dierent audient including scientific lay audience

Source: Mello and Wattret (2021)

As a former tertiary institution for Educational Personnel Education, UNY also organizes educational study programs besides organizing non-educational study programs. Implementing one of the Tri Dharma Perguruan

Tinggi (consists of Education and Teaching, Research and Development, and Community Service) is always adapted to the existing situation and conditions to contribute to the intelligent life of the nation. One of the outcomes of the learning process at Universitas Negeri Yogyakarta (UNY) in the education study program is professional and functional teaching and educational staff. Students who are prospective educators are prepared to obtain educational competencies, namely professional, pedagogical, personality, and social competencies, while students who are prospective educational personnel are prepared to obtain educational personnel competencies, which include competency in planning programs, implementing programs, personality competencies, and social competencies, which are integrated into the performance of prospective educational staff.

Educational Practice is intended to build a foundation of identity and strengthen the academic competence of educators and education staff in students according to their respective fields of study, accompanied by high-level thinking skills to become superior, creative, innovative, devout, independent, and intellectual students. Sumaryanto et al., 2022).

Communication is an essential and inseparable part of human activities as individuals and as social creatures. In social relations, communication is a medium for interacting with others, sharing information, and conveying desires, feelings, thoughts, information, opinions, advice, and experiences to other people. No human being does not communicate to fulfill his life's needs, either directly face to face or indirectly using specific media devices, whether print or electronic media. It means that communication is the lifeblood and system of human life as social creatures (Mahadi, 2021).

Communication experts state that effective communication results from a shared understanding between the communicator and the recipient. Communication comes from the Latin communis, which means "same." The communicator tries to create "common ground" with the recipient. Thus, communication can be defined as conveying information and understanding using the same signs. Communication includes transferring and understanding meaning (Prananosa et al., 2018). Students' communication skills do not exist alone but rather through a long process where schools have an essential role in building students' communication skills. Communication skills are a development process that requires a supervisor's experience, time, opportunities, and special skills training. Efforts to improve communication skills can be made through a learning and practicing process (Dewi & Simanjuntak, 2019).

Communication in education is communication that occurs in the world of education. The success of education is primarily determined by the abilities and skills of teaching staff in communicating effectively with their students. Effective communication dramatically improves the learning process's quality and success. With effective communication, the transfer of knowledge and values can also be effective, but if communication is ineffective, the transfer of knowledge and values will not be optimal.

Teaching staff must realize that in carrying out learning process activities, they are carrying out communication activities. For this reason, it is time for teaching staff to equip themselves by studying the "science of communication," the components, functions, and objectives of communication, effective communication, intercultural communication, and basic concepts of educational communication.

2. Method

This research is survey research, processed quantitatively and descriptively. The research subjects were 72 Culinary Study Program undergraduate students from the Department of Food and Clothing Technical Education, Faculty of Engineering, UNY. These students were carrying out Educational Practices. Meanwhile, the object of research was communication abilities.

The samples were taken using a random sampling technique. Students have had various learning experiences during online learning, both theory and Practice. In this field program, students were required to become professional teacher candidates regarding how they communicate, teach, dress, etc. Communication ability is one of the essential factors that prospective teachers must master. The data collection technique was through a questionnaire packaged as a Google form. This research focused on the obstacles Educational Practice students face in implementing communication aspects.

Table 2. Categories of Mastery of Communication Aspects

Criteria	Category
X < M - 1SD	Not Good
M - 15SD ≤ X < M + 1SD	Good
M + 1SD ≤ X	Excellent

3. Finding and discussion

Profile of Student Communication Skills

With good communication skills, the message can be well received by others, avoiding misunderstandings and misunderstandings. Optimizing transferable skills will shape students into workers with high-quality competencies and in line with industry needs to face competition. Forming vocational students into humans with good communication skills is a challenging thing. It requires a learning process that is adaptive, normative, and productive in support (Suroto et al., 2023). The profile of soft skills ownership in communication skills can be seen in the following diagram:

Table 3. Communication Aspect Profile

No	Item	%	Score
1.	Able to communicate with colleagues well.	12.8	4.56
2.	Has no difficulty communicating with teachers and school residents	11.5	4.10
3.	Communication in learning activities with students is quite smooth.	11.9	4.27
4.	Don't mind receiving feedback from the school community	12.5	4.42
5.	Gestures (movements, gestures) when speaking interfere with appearance	7.7	2.66
6.	Ready to meet the demands of using digital literacy in learning activities	11.8	4.29
7.	English language skills are sufficient to become a teacher at a vocational school	9.8	3.55
8.	Be willing to accept other people's ideas.	11.8	4.38
9	Have the ability to convey ideas through charts and graphs.	10.2	3.79

Based on table 3, it can be seen that the best communication occurred with colleagues with a score of 4.46. Don't mind receiving feedback from the school community 4.42. Willing to accept other people's ideas with a score of 3.79. After being classified, the criteria for transferable skills in the communication aspect of students can be seen as follows:

Table 4. Transferable Skills Profile Criteria for Communication Aspects

Criteria	n	%	Category
X < M - 1SD	10	14	Not Good
M - 15SD ≤ X < M + 1SD	57	78	Good
M + 1SD ≤ X	6	8	Excellent
Total	73	100	

Based on table 4, it can be seen that in the transferable skills aspect of communication, the average person has good communication skills. Communication consists of creating messages and interpreting messages. Communication skills for interacting with other people are the ability to understand verbal communication with others so that they can control individual behavior (Lee et al., 2015).

Barriers to implementing communication aspects.

Based on the results of this research, it is known that in implementing the Education Program at Universitas Negeri Yogyakarta majoring in Food and Clothing Engineering Education, there are several obstacles to the communication process known as barriers or noises. In general, the obstacles experienced by respondents are as follows:
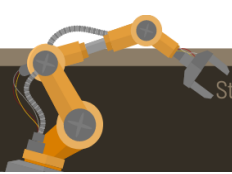
Table 5. Barriers in the Communication Aspect

No	Statement	Yes Answer	%
1	There are obstacles in using communication tools in teaching.	8	10.96
2	Cannot make loud sounds that can be heard in the classroom.	6	8.22
3	It is difficult to communicate with teachers or school principals, because of their different statuses.	13	17.81
4.	There are many foreign terms that make it difficult for me to convey teaching material.	12	16.44

Based on table 5, it can be seen that there are still 17.81% of respondents who have psychological barriers, namely difficulty communicating with teachers or school principals, as many as 16.44% have semantic barriers, lots of foreign terms which make it difficult to convey the teaching materials. As many as 10.96% experienced the obstacles in using communication tools in teaching (physical disorders), and as many as 8.22% have obstacles due to physiological disorders. They cannot speak loudly enough to be heard in the classroom.

Research Dewi & Simanjuntak (2019) states that low communication skills can affect the ability to process information, difficulty integrating thoughts and speech, and difficulty adapting to the environment.

Communication skills are one of the skills that prospective educators need to master. Communication skills play a crucial role in facing the changing paradigm of life in the 21st century, in addition to collaboration skills, critical thinking, and creativity. Communication skills are helpful for prospective educators to identify accurate sources of information, filter information as new knowledge, and use information as additional knowledge in their development.

Research conducted by Dewi & Simanjuntak, (2019) states that to get the correct information, a person needs to have listening skills. Mistakes in actions can be rooted in misunderstanding or failure to understand, and misunderstandings stem from a person's inability to listen or get the meaning or message conveyed by another person.

With the presence of information and communication technology, information or knowledge is not only presented in the classroom. Much information is circulating, both through print and electronic media. Therefore, media literacy skills, information and communication technology literacy, and scientific literacy are fundamental to building self-quality. No less necessary, namely speaking skills. With good communication or attractive language choices, language styles, and persuasion skills, you can increase communication effectiveness in the global era with a pluralistic society.

Research conducted by Saragih & Rahmiyana, (2013) states that interaction between group members and the teacher is essential, delivering fast understanding through complete conversations. The interaction can be questions, explanations, or conveying ideas/opinions, justifications, agreeing, disagreeing, or precise negotiations in resolving problems; this trains better communication skills.

To create conducive and effective classroom conditions, teachers must master classroom management through optimal interaction with students and the physical environment (Kariadinata et al., 2019). So, a prospective teacher must master the conditions and flow of learning naturally and maximize understanding of the material before teaching it in the classroom.

Then, as many as 9 percent stated that they faced obstacles because they were afraid to start a conversation with the tutor because of their position, there were miscommunications with the supervising teacher, and the tutor was quite busy. Research conducted by Rohman (2013) states that students, as prospective teachers, can view the school as a dynamic community that requires intensive work from all members of the school community who work together. Various abilities such as empathetic communication, synergistic cooperation, cohesive solidarity, mutual trust, and effective division of labor are essential. Moreover, to strengthen the five abilities above, three main attitudes are needed, namely fairness, respect, and appreciation. Therefore, the students can be comfortable starting communication with the tutor but use good and polite language. Students carrying out educational practices are learning, and the tutor can understand and explain.

After optimizing communication skills, it is hoped that students can master various forms of communication with other people and the ability to work in a team (Suroto et al., 2023). In 21st-century education integrating technology, students and teachers are engaged in previously impossible ways, enabling the creation of new teaching and learning activities, increasing achievement, and expanding interactions with local and global

communities. Students and teachers live in an information world with social and economic changes where printed texts are often outdated (Fitriyadi, 2013).

4. Conclusion

Communication in education is communication that occurs in the world of education. The success of education is primarily determined by the abilities and skills of teaching staff in communicating effectively with their students.

The research results show that the most prominent communication barriers are psychological ones. Difficulty in communicating are psychological barriers and semantic barriers. Psychological Barriers: needing more courage to start a conversation with the principal or tutor, being shy and nervous about speaking in public.

Meanwhile, regarding semantic barriers, the use of formal language is still less standard, such as not being able to convey opinions well, lack of mastery of the material, less firm intonation/voice, and habits of using regional languages that are not understood by prospective educators at school. The recommendations from this research are that students will be strengthened in their communication skills through micro-learning and the ability to adapt to school culture so that communication skills in teaching can be improved and existing barriers can be reduced.

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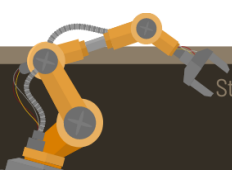
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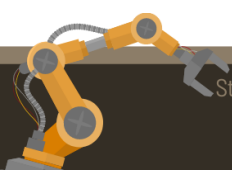
FEASIBILITY OF INTERACTIVE MULTIMEDIA BASED ON INDONESIAN CULTURAL DIVERSITY IN LEARNING PANCASILA EDUCATION

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Abstract

This research aims to determine the feasibility of interactive learning multimedia products to strengthen the character of patriotism in the 4th grade Pancasila education learning in elementary schools. This research method uses the ADDIE model with product development stages, namely 1) analysis, 2) designing, 3) development, 4) implementation, and 5) evaluation. Data collection was obtained from teacher needs analysis and feasibility testing by material experts and media experts. The research results show that the interactive multimedia developed was declared very feasible by experts and can be used at the next stage in learning Pancasila education for grade IV elementary schools.

Keywords: elementary school, learning media, interactive multimedia, character of love for the country.

1. Introduction

Technology is a part that is always present in life to help human activities in various fields in the world. The existence of technology today can make the work done by humans easier. Education, an important area of life, is also affected by technology. Activities carried out using technology in education will make it easier for teachers to complete the goals they want to achieve [1].

Teachers who teach in class must present learning activities that are meaningful, creative, and fun [2]. Preparation for carrying out learning through these obligations will be easier to carry out if you utilize technology. The use of technology in learning by today's students is highly recommended because it can increase efficiency and save time so that students can carry out various interesting and enjoyable learning activities [3]. Using multimedia in learning is an effort to provide interesting and fun learning.

Utilizing multimedia as a learning medium can motivate students to participate in class learning. This was conveyed by Sharma & Ranjan [4] in their research, showing that multimedia in the classroom can improve learning activities to make them more interesting and motivate students.

Multimedia consists of various media elements that are carried out in an integrated and synergistic manner using electronic equipment. The advantage of using multimedia in the classroom for students, according to Sujono's book, pages 23 – 24 [5], is that they can control it independently to interact dynamically and provide more meaningful learning. Learning using multimedia makes learning more interactive so that learning is more interesting.

Learning activities using interactive multimedia will provide interactivity and increase students' interest in learning activities [1]. The use of interactive multimedia makes learning more interesting and meaningful.

However, the results of the field study show that when delivering material in Pancasila Education learning activities, the teacher delivers the material using a picture and tells it directly to the students. As supported by the results of interviews conducted with teachers who teach class IV elementary school, they said that the use of technology in learning was carried out by showing a PowerPoint consisting of writing and pictures, and then the teacher explained it to the students.

When participating in class learning, researchers saw that some students were more interested in playing and talking with other friends. Apart from this, the results of the teacher interviews also revealed that several students mocked each other at friends from different backgrounds. When attending the flag ceremony, many students still talk to their friends beside them, so they do not appreciate the greeting activity, which is one of the reinforcements for students to have the character of love for their country.

The teacher explains that students will be more interested in media in which several media elements such as animation, images, sound, and writing are used simultaneously in a medium called multimedia. The teacher explains that learning activities that use multimedia are more interesting and fun.

The use of multimedia in Pancasila education learning activities can increase students' interest and enjoyment. However, the reality in the field is that teachers face limited time to create multimedia used in learning. Questionnaire data given to students shows that the character of patriotism is at a low level because in learning Pancasila education, it is still not packaged in a creative, interesting, and fun way.

In connection with the needs analysis found when students took part in Pancasila Education learning in class IV elementary school, the researcher plans to develop learning media in which there are several media elements and can provide interaction so that the learning activities carried out can achieve the desired goals optimally. This media is interactive multimedia which can make learning more interesting and enjoyable.

Interactive multimedia is media that is formed by innovation in the field of technology. The use of interactive multimedia which is a technological innovation in learning media is really needed, so that teachers who teach always follow developments in technology and information [6]. There are various benefits that can be obtained when teachers use interactive multimedia, including making students more motivated and enthusiastic and increasing their understanding of concepts [7]. Various benefits are obtained after teachers use interactive multimedia.

The interactive multimedia used can also improve the character of students. The use of character-based interactive multimedia by teachers in the classroom can increase the character values of students [8]. The similarity of this research is that researchers conduct research using interactive multimedia to strengthen students' character up to the feasibility stage, but the differences are in the subjects.

Interactive multimedia is media that has an influence on its users. Interactive multimedia users can control and interact with the multimedia used dynamically [5] 42. The existence of various elements, controls and interactions makes students feel motivated to learn and continue to use interactive multimedia.

Based on needs analysis which has been carried out through field study activities in the form of questionnaires and needs analysis and supported by literature study. Researchers see the potential to implement an idea of the feasibility of developing interactive multimedia based on Indonesian cultural diversity which can improve the character of patriotism in class IV elementary school students in learning Pancasila education.

2. Method

The research carried out used the ADDIE model development research type which has five stages, namely: 1) analysis; 2) designing; 3) development; 4) implementation; and 5) evaluation. Researchers carry out research up to the third stage of development, namely product feasibility testing. The following is an explanation of the research stages for developing the EDDIE model:

Analysis

The analysis stage is the stage of collecting information about problems and needs that exist in learning regarding the use of interactive multimedia through literature study, observation, interviews and filling out questionnaires.

Observations were carried out in class IV at SD Negeri Tegalrejo II in August 2023 involving 25 students. Conducting interviews and filling out questionnaires was aimed at three grade IV teachers at Tegalrejo State Elementary School, Demangan State Elementary School, and Ngupasan State Elementary School in August 2023.

Designing

The product design that the researchers prepared was discussed through a focus group discussion (FGD) with accompanying lecturers, class IV teachers, programmers, and colleagues, which was carried out at the end of August 2023. The activities carried out at this stage were aimed at finding suggestions for developing suitable interactive multimedia products with the learning activity needs of fourth-grade elementary school students.

Development

The development stage in this research begins with creating an interactive multimedia program using the Adobe Flash application, then producing it into a file (.exe) with a size of less than 20 MB and using input tools using a keyboard and mouse. Meanwhile, the output device uses speakers, monitors, LCD projectors. The product developed combines text, images, sound, animation, video, and interactive buttons. The font used is a kind of comic sans.

Products that have been produced will be validated by material experts and media experts to determine the level of product feasibility. After obtaining validation from experts, responses were then carried out on the

product's practicality in interactive multimedia based on Indonesian cultural diversity through a response questionnaire that surveyed three teachers and 28 grade IV students at Ngupasan Elementary School.

Implementation

The implementation stage of the research is testing the effectiveness of using products developed to form the character of patriotism in students when learning Pancasila Education.

Evaluation

The evaluation phase of the research was carried out with the aim of the final revision of the interactive multimedia, which was developed based on the results of the needs analysis obtained from the patriotism character questionnaire and notes obtained when carrying out product effectiveness tests.

The data collection techniques used consisted of field observations, interviews, and questionnaires. The instruments used are guidelines for observing learning implementation, guidelines for interviews regarding learning media needs, validation questionnaires for material experts and media experts, and teacher and student response questionnaires.

Data analysis in the research carried out was: 1) needs analysis in the form of observation and interview data, which was processed using qualitative analysis, while the data produced using questionnaires was analyzed quantitatively; 2) analysis of the results of product validation data from media experts and material experts converted into four criteria, namely very feasible, feasible, less feasible and not feasible. Products in the form of interactive multimedia can be declared "decent" if all existing aspects receive a minimum rating of B or fall within the "feasible" criteria. When the results obtained still do not meet the existing criteria, the product is declared unsuitable for use to strengthen the character of patriotism in class IV students in learning Pancasila education.

3. **Results**
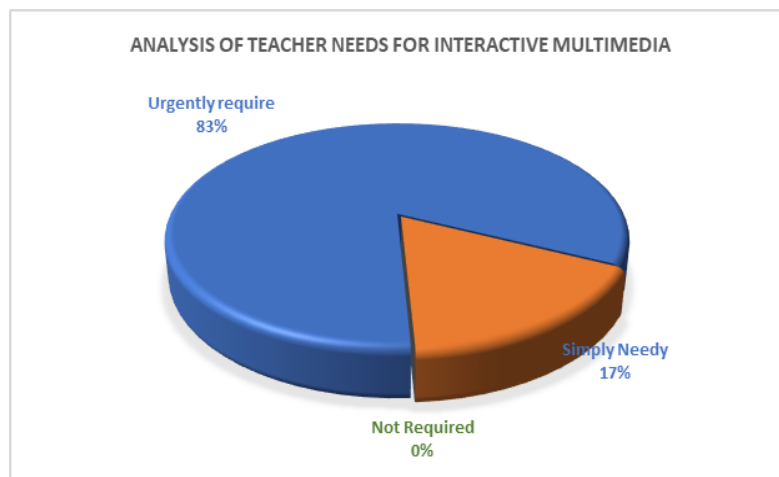
Figure 1. Analysis of Teacher Needs

Figure 2. The results of Multimedia

The data obtained in this research was obtained from the results of filling out a set of instruments in the form of questionnaires or questionnaires, which were given during data collection activities to analyze teacher needs and validate eligibility by material experts and media experts.

The result of the teacher needs analysis questionnaire for six grade IV elementary school teachers, providing answers to the need for interactive multimedia in Pancasila education learning, are shown in Figure 1.

Based on Figure 1 regarding the results of the analysis of teachers' needs for multimedia, it was found that 83% of teachers need interactive multimedia, 17% of teachers need it quite a bit, and 0% of teachers do not need interactive multimedia.

Based on this analysis and confirmed by field studies regarding Pancasila Education learning activities, which were carried out using simple learning media, namely displaying pictures and lectures, the researchers developed interactive multimedia. The results of multimedia development can be seen in Figure 2.

After it has been successfully developed, validation is then carried out at the feasibility test stage by material experts and media experts. The following are the results of the feasibility test by material experts.

Table 3. Material Expert Validation Results on Interactive Multimedia

No	Aspect	Score	Category	Value
1	Quality of Learning Materials	32	A	Very Worth It
2	Quality of Learning Design	32	A	Very Worth It
3	Display Quality	14	A	Very Worth It
		78	A	Sangat Layak

In the table above, we can see that the multimedia results, after being assessed by media experts, received a score of 78 with the predicate A, and the category obtained was 'very feasible.' The assessment of the suitability of the material consists of three aspects, namely the quality aspect of the learning material, getting a score of 32 with a predicate of A; the quality aspect of learning design received a score of 32 with a predicate of A; and the display quality aspect gets a score of 14 with a predicate of A.

After being given validation by material experts, interactive multimedia is validated by media experts, as shown in Table 4.

Table 4. Media Expert Validation Results on Interactive Multimedia

No	Aspect	Score	Category	Value
1	Tampilan	12	A	Very Worth It
2	Teks	15	B	Worthy
3	Video	14	A	Very Worth It
4	Animasi	6	B	Worthy
5	Audio	9	B	Worthy
6	Games	10	A	Very Worth It
7	Pemrograman	26	A	Very Worth It
8	Navigasi	9	B	Worthy
9	Packaging	7	A	Very Worth It
Total		108	A	Very Worth It

In the table shown above, we can see that the multimedia results, after being assessed by media experts, received a score of 108 with a predicate level of A, and the category obtained was 'very feasible.' The scoring of media suitability consists of nine aspects, namely, the appearance aspect gets a score of 12 with a predicate of A; the text aspect received a score of 15 with a predicate of B; the video aspect got a score of 13 with a predicate of A; the animation aspect received a score of 6 with a predicate of B; the audio aspect received a score of 9 with a predicate of B; the game's aspect gets a score of 10 with a predicate of A; the programming aspect received a score of 26 with a predicate of A; the navigation aspect received a score of 9 with a predicate of B; the packaging aspect received a score of 7 with a predicate of A

4. Discussion

Findings in the field regarding the analysis of interactive multimedia needs data obtained from the needs analysis were that most teachers who taught in class IV needed the development of interactive multimedia used in learning Pancasila Education. The use of interactive multimedia is needed by teachers because in its implementation, it has several benefits, including making learning more interactive, effective, efficient, interesting, and able to foster student learning motivation [9]. After finding data about teachers who need interactive multimedia, the next stage of product development is carried out.

The next stage in this research is validation by material experts. Based on the results displayed in the research results, the interactive multimedia product developed received a result of 78 with a grade of A and the "Very Eligible" category. So, it can be stated in the material realm that interactive multimedia based on Indonesian cultural diversity to strengthen the character of love for the country is very suitable for use in the following research stage. The material presented in this interactive multimedia consists of various media, namely images, sound, text, animation, and video. Animated videos used in learning will improve the character of students [10].

Based on validation findings by media experts, the interactive multimedia product developed received a score of 108 with an A grade in the "Very Eligible" category. So, it can be stated that in the media realm, interactive multimedia products based on Indonesia's cultural diversity to strengthen the character of patriotism are very suitable for use in the following research stage. The multimedia elements contained in the products consist of several media, including displays, games, audio, text, and navigation. This is confirmed by the results of research regarding the diversity of media in interactive multimedia, which can improve the character of students [11].

5. Conclusion

Based on the results of the research conducted, interactive multimedia based on Indonesian cultural diversity taught in Pancasila education lessons in grade IV elementary school can be categorized as very suitable for strengthening the character of love for the country. This is based on the results of feasibility tests by 78 material experts with category A and the results of feasibility tests by media experts totaling 108 with category A. The validation results of material experts and media experts were deemed very feasible by the experts. Implementing Pancasila education learning using interactive multimedia is recommended to use a headset connected to the computer with a cable, and it is necessary to add educational games.

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DEVELOPMENT OF A PROJECT BASED LEARNING MODEL TO CREATE STUDENT INDEPENDENCE: IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN HIGH SCHOOL

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Abstract

The implementation of the Independent Learning Curriculum for Class X High School with Production Process material can integrate several subjects at once, including economics, sociology and local content. In a system like this, it is very possible for teachers to condition their students to learn independently and guided in accordance with the guidelines and directions stated in the teaching tools. Teachers can apply the project based learning model as a reference in determining student learning frameworks, directions, guidelines and learning methods so that students can leverage their creativity so that learning objectives can be achieved.

The aim of this research is to develop a project-based learning model to increase student independence in the independent curriculum in high school. Model development using ADDIE and evaluation using expert validity tests. The results of the validity test showed that 17 of the 20 instruments were declared valid and very valid. Input from validators has been followed up by researchers, 75% of validators stated that the learning model was suitable for use, and the advantages of the model could be identified including 6 aspects.

Keywords: learning, model, project based, *high school, needs and wants*

1. Introduction

Implementation of Minister of Education and Culture Decree Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery can be socialized and implemented at various levels of educational units. Both in primary and secondary education. The Government continues to intensify this in an effort to catch up with students' learning lag due to the Covid-19 pandemic since 2020. Various national priority programs have been implemented and are starting to show success, especially in catching up with learning lags and failures. The Independent Learning Curriculum Implementation Program is one of the programs in question (Juniardi, 2022). The curriculum currently implemented in senior high school education units is an independent learning curriculum in which students are given the freedom to choose subjects that suit their interests and competencies. In the curriculum there are 3 types of learning, namely intracurricular, co-curricular and extracurricular. In this type of intracurricular learning, teachers are given the freedom to determine teaching tools that suit the competencies of their students. The independent learning curriculum is a curriculum that prioritizes diversity in intracurricular learning. The implementation of learning in the independent learning curriculum contains three stages, namely diagnostic assessment, planning and learning (Kemdikbudristek, 2022)

Subjects that can be taken according to students' interests and competencies are one of the advantages of the independent learning curriculum. In its implementation, subjects are not taught separately but are integrated with other subjects that discuss a concept in the context of certain conditions. In a system like this, it is very possible for teachers to condition their students to learn independently and guided in accordance with the guidelines and directions stated in the teaching tools (Oktifa, 2022). Teachers can apply the project based learning model as a reference in determining student learning frameworks, directions, guidelines and learning methods so that students can leverage their creative powers so that learning goals can be achieved (Rati et al., 2017). One of the advantages of the project-based learning model is that it can integrate various subjects with similar learning contexts and demands student independence, in this case independence both individually and in groups. Independence in learning is very important because independent students will be able to learn actively and participatively to develop themselves without being tied to the presence of a teacher, face-to-face meetings, or the presence of school friends.

In reality, there are still many students at the high school level who do not yet have this attitude of independent learning. This can be seen from the results of the researcher's initial observations which show that there are many ineffective actions carried out by students when studying in the classroom, such as cheating on tests, joking around when the teacher has not yet entered the classroom, and even students seem to be busy chatting when the teacher is explaining. This shows symptoms of a lack of initiative to focus oneself, concentrate on studying and a lack of initiative to ask questions and discuss if there is material that is not yet understood or is difficult to understand. Specifically for economics learning at the upper secondary education unit level, class X,

there is material regarding production. This material is very relevant if it is integrated with other subjects by adding aspects of local content according to regional characteristics or strengthening the Pancasila Youth Profile.

If viewed from the level of urgency and novelty of the research, this research can be considered important and urgent because until now there has been no independent-based project learning model to support the implementation of the independent learning curriculum in class X high school. The scheme of this research is Research and Development (RnD), namely development independence-based project learning model. This theme is relevant to UNY's research strategic plan on policy direction points, especially number 8 regarding STEM-integrated Educational Innovation Systems. Based on this explanation, our research team from the Faculty of Economics, consisting of lecturers from across study programs, wants to develop a problem-based learning model based on independence to support the implementation of the independent learning curriculum in class X high schools.

2. Method

This research is a type of development research or Research and Development (R&D) which aims to develop a product or improve an existing product. What is meant by product in this case is a project-based learning model with a content of independence. The final product is a project-based learning model with the content of independent learning for class X high school students. The project-based learning model can integrate several courses to deepen understanding of a concept. The concept chosen in developing the learning model this time is the production concept. In the production concept, student subjects that can be integrated include economics, sociology, geography and local content subjects in accordance with the characteristics of each region.

The subjects in this research were subject teachers and class X students. Meanwhile, the research object is a project-based learning model with the content of student learning independence to support the implementation of the independent learning curriculum.

The RnD research procedure in this study adapted the ADDIE development model from Dick and Carry from Florida State University, namely a model that explains the process of developing a learning system for the military. This learning development activity is intended to train individuals to do certain jobs. Until now, the ADDIE model is most often used to create learning models. This development model consists of five stages which include analysis, design, development, implementation and evaluation.

3. Results

a. PjBL Learning Model Product Development

In accordance with the guidelines written in Chapter III, the development procedure used in this research is an adaptation of the ADDIE development model from Dick and Carry, namely a development model consisting of 5 stages including analysis, design, development.), implementation, and evaluation. The following is the implementation of these stages:

1) Analysis Stage: Needs analysis as a preliminary study stage is the initial process carried out in developing the project based learning model to form student independence in class X economics subjects in phase E. The analysis stage in this development research aims to identify problems, analyze needs (need assessment), learning matrix analysis, and environmental analysis.

a) Needs Analysis: One of the data collection techniques used in the preliminary study is interviews. Interviews were conducted with teachers with the aim of obtaining information related to the implementation of learning that has been carried out so far. Interviews were also carried out to dig up information regarding the obstacles faced or existing problems in the implementation of learning that has been carried out so far related to involving aspects of student independence in accordance with the learning objectives stated in the independent curriculum in high school.

Based on the results of the interviews, there are several problems faced related to the implementation of phase E economics learning in class X high schools in implementing the independent curriculum, especially in the aspect of independence. The problem faced is that students are less enthusiastic about economic learning activities. This is because the economic learning activities that have been carried out are less varied and are still dominated by lectures by teachers and doing assignments to answer questions by rote, although it is not uncommon for students to prefer the lecture method on materials that are cognitive understanding by including terms. -new terms regarding economics. However, in the next condition, students become bored if they only listen to lectures by the teacher. This must be accompanied by screening of learning videos, including via the YouTube channel. Students' enthusiasm is also influenced by the type of activities presented, students are often only interested in

certain activities or events. If you are comfortable with one activity, it will be difficult to get you to move on and want to do another activity.

The results of interviews with economics subject teachers in phase E for high school class Students who have entered their teenage years tend to like new things that they can find on the internet through their respective gadgets to gather information related to a learning topic. It's just a matter of how the teacher provides grids or signs related to the material sought after surfing the internet.

However, there are also quite a few students who are indifferent, not showing any interest in the learning process or in certain topics except games or animated videos. This is considered challenging for subject teachers to maintain the focus of students' minds on ongoing learning. Because there is also a lot of material that has been presented in animation-based learning videos that is interesting to listen to and the teacher provides a grid of points that can be concluded from the animated learning video.

Based on these facts, teachers need a new learning model that has never been used during the learning process with new creativity and innovation that makes the learning process more directed, focused and enjoyable, which is adapted to the character of the Pancasila student profile, including being devoted to God Almighty. Critical thinking, and mutual cooperation to increase students' independence in implementing the independent curriculum.

b) Analysis of Learning Materials: In a learning model that uses textbooks as the main source of information, evaluations carried out focus on students' understanding of the material contained in textbooks and their ability to apply this knowledge. Several aspects evaluated by researchers in this learning model involving textbooks include:

1) Understanding the material: in this aspect, using textbooks and lecture methods by teachers in the independent curriculum learning process, the material on needs and scarcity of resources in class X face E contains concepts about needs, desires and limited resources to meet human needs. In this stage, students are expected to be able to understand important information related to understanding cognitive material.

2) Memory ability: by using textbooks and lecture methods by teachers, students are also expected to be able to recall the information they learn from textbooks and teacher lectures.

3) Participation in class: in this aspect, observations are made by looking at the level of activeness of students in class during economics learning. Participation assessment includes actively asking questions and adding answers to classmates' questions.

4) Creativity and critical analysis: in the available textbooks there are several questions provided to stimulate students' thinking abilities. This includes questions about the importance of learning about economic material, the benefits of learning about economics, examining various problems in the economic field, and showing alternative solutions. However, textbooks are considered less interactive so students' interest in learning is very low. Reading textbooks becomes less meaningful so that learning outcomes cannot be internalized in students.

c) Environmental Analysis: Environmental analysis is used to obtain information regarding the identification of the learning environment and strategies for conveying it in learning. Learning environment analysis is the process of understanding and evaluating the factors that influence the student learning process in a particular place or context. This analysis helps educators and decision makers to create an effective learning environment.

The following are the results of the environmental analysis, including:

1) Physical school facilities: the physical facilities that support the learning process, especially those related to the economics learning process, are lap computers, libraries, flexible and comfortable classrooms, as well as adequate digital resources. Apart from that, the environment around the school also supports economic activities as a natural laboratory such as markets, business centers and cooperatives. However, teachers still experience many obstacles if they want to utilize the school's physical facilities and the environment around the school as infrastructure to support economic learning practices.

2) Culture and culture of the school environment: the school environment has internalized the attitude of an inclusive learning culture, implementing norms such as being polite in behavior, speech and actions, using language that is easy to understand and polite, understanding social, cultural and religious diversity. Uphold good habits such as honesty, discipline, mutual cooperation, and mutual respect between school elements.
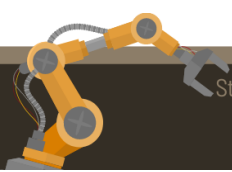
From the results of this preliminary study, it can be concluded that teachers need a more innovative learning model to trigger the emergence of the Pancasila student profile character as the main reference in determining technical learning outcomes. The learning model innovation that is considered appropriate and can inject the implementation of the character of the Pancasila student profile is the project-based learning model or Project Based Learning (PjBL) in order to increase student independence in the high school economics learning process in phase E class X in the implementation of the independent curriculum. Specifically in this case are material needs and limited resources.

3) Design Stage: The design of the PjBL model to increase independence by strengthening the Pancasila student profile in the implementation of the independent curriculum in the economics subject learning process in SMA phase E class more interesting and critical thinking. The design of this learning model contains the message of strengthening the Pancasila student profile, including making students show an attitude of devotion to God Almighty, critical thinking and mutual cooperation. This learning model design can create a new innovation in the learning process, especially related to student independence and stimulating critical thinking abilities.

In this research's PjBL learning model, the material discussed is about "understanding human needs, resource scarcity, and strategies for meeting priority needs. This material is taken from learning resources for economics subjects in class

Based on the results of interviews and the results of previous studies of teaching materials, it was found that various problems faced by teachers in implementing the independent curriculum in the classroom required an innovative learning model containing a program to strengthen the Pancasila student profile to increase student independence. One learning model that can cover this is the project based learning (PjBL) learning model.

4) Development Stage: In the context of designing the PjBL learning model, the main elements compiled are the syntax or steps in implementing the PjBL learning model. The following are the steps or syntax in the PjBL learning model based on student independence:

a) Determining basic questions, namely questions that can stimulate students to engage in learning. The basic questions used are:

1) What items do students need? Are there certain conditions or criteria when students use/consume these goods?

2) Under what conditions do students feel satisfied when using/consuming an item?

3) Have students ever been faced with a situation when they needed an item to use/consume but did not have the money to buy?

4) Have students ever been faced with a situation where they needed an item to use/consume and had enough money to buy it but the item was not available/available in any shop?

b. Designing a product plan, in this case is designing the project plan carried out by students as well as the tools/materials that will be used to complete the project. In the context of the PjBL learning model for economics subjects in phase E class

1) Understanding needs and desires

2) Distinguish between needs and wants

3) Identify each other's needs and desires independently

4) Explain the concept of resource scarcity as a means of satisfying needs

5) Determine strategies for meeting needs based on limited available resources

6) Develop a priority scale in meeting needs

c. Develop a schedule for completing the project together which contains a target time for completing individual tasks and a target time for completing group tasks, which is expected to be on time and on target. In this stage, the teacher and students collaboratively prepare a schedule of activities for completing the project, and agree on a deadline for completing the project.

d. Monitoring project activity and development, namely at this stage the teacher must monitor (monitor) student activities while completing the project, which is done by guiding and facilitating students in each process. Aspects monitored by teachers include:
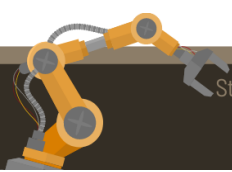
1) Monitor whether there are students who experience difficulties in carrying out their individual assignments

2) Monitor whether there are students who experience difficulties in carrying out their group assignments

3) Monitor the progress of project completion in each group.

e. Testing the results, at this stage the teacher carries out an assessment which aims to measure the achievement of the minimum completeness criteria which plays a role in evaluating the progress of each student by means of question and answer. The teacher carries out an assessment or tests the students' work by asking about what stage they have reached in carrying out individual assignments. and group assignments during project activities.

f. Evaluation of learning experiences, this stage is the final stage in project completion activities, namely the teacher reflects and asks students to express their feelings and experiences during project completion. Students are asked to tell about their experiences while working on the project, tell what roles/tasks they were given and how students completed the individual tasks.

b. Evaluation of PjBL Learning Model Products

The next stage after developing the PjBL learning model product is evaluation by carrying out validation and reliability tests of the learning model to determine the feasibility and practicality of implementing the learning model. Here's the explanation:

1) Validity Test: The instruments used in this research have been validated. Validation is carried out by experts who are experts in their field. There are three experts involved in this validation, namely experts in the field of education, especially economic education, experts in the field of teaching/learning and evaluation experts. Validation results from experts will strengthen and provide input for the instruments created. In general, the purpose of validating this instrument is to see to what extent the instrument being developed is able to measure what it is supposed to meas ure.

In this validation test, there are 20 indicators combined into 5 aspects, including: aspects of learning objectives, aspects of learning materials, aspects of learning methods, aspects of learning resources, and aspects of learning activities.

Based on the three validators who have provided validation, it can be explained that in general the average rating is 3.83 on a scale of 1 to 4. Of the 20 indicators, there are still 3 indicators that are less valid, however the value is above 3 so it is suitable for use. In general, validators state that the instruments developed are ready to be used for research. Apart from filling out the questionnaire, the validator also provides comments and suggestions on the instrument being developed.

2) Follow up on input from the validator: The project-based learning model is a learning approach that emphasizes the application of theoretical concepts in real-world situations through practical projects or assignments. After receiving suggestions or input from the four validators, the researchers followed up by making improvements to the syntax of the division activities in the module that had been developed.

3) Final Product Review: At the end of the assessment instrument given to validators, there is a column regarding statements for validators with 3 answer choices, namely suitable for use, suitable for use with improvements, and not suitable for use. After evaluating the final product, necessary improvements can be identified and planned. These improvement steps must be specific and clearly implementable to improve the quality of the final product. This review and improvement process is a critical step in ensuring that the project-based learning model produces results that are in line with the set learning objectives.

Based on the tabulation above, it can be seen that 75% of validators stated that the Project Based Learning learning model for forming student independence: Implementation of the independent learning curriculum in high school is suitable for use with several improvements in accordance with the suggestions and input provided by the validators.

4. **Discussion**

The product produced in this research is a Project Based Learning learning model to form student independence: The implementation of the independent learning curriculum in high school has passed the validity testing stage by education experts specifically in economic education and economic subject teachers, complete with suggestions and constructive input for improvement. model and concluded through the statements of the majority of validators, that the learning model developed is suitable for use with improvements. Next is identifying
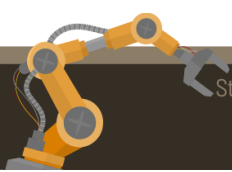
the advantages of the project based learning model product to form student independence: Implementation of the independent learning curriculum in high school. The advantages of this model are:

This model provides direct experience for students to apply knowledge and skills in real world situations so that students can gain a deeper and more applicable understanding of the subject matter, especially related to needs, desires, and how to meet needs with limited resources.

Increase student activity. Through interesting and relevant projects, students tend to be more actively involved in the learning process. They feel a sense of responsibility for the projects they work on, thereby increasing learning motivation and overall engagement.

In the project-based learning model, students are faced with complex problems or challenges that require problem solving and critical thinking. This helps them develop critical thinking, analytical, and problem-solving skills that are essential for success in the real world.

Students work together on these projects, allowing them to develop teamwork, communication, and cooperation skills. The ability to work in a team is a skill that is highly valued in the workplace and society in general.

This model allows cross-disciplinary integration, where students can learn and apply concepts from various fields of study. This allows students to understand the interconnections between various topics and deepen their understanding of the connections between certain subjects.

Projects based on real problems often encourage students to find innovative and creative solutions. This can stimulate the development of students' creativity and help them learn to think outside the box.

5. Conclusion

Based on the results of the research in the previous chapter, as the final stage of writing this thesis, the author can draw the conclusion that the Project Based Learning learning model to form student independence: Implementation of the independent learning curriculum in high school is as follows:

a) Based on the validity test, the average rating is 3.83. This means that the instrument developed is ready to be used for research.

b) In accordance with the suggestions given, the researchers followed up with improvements to the syntax of learning activities, allocation of meeting or activity time, LKPD templates, and strengthening the profile of Pancasila students.

c) Validator statements show that 75% of validators stated that the learning model was suitable for use with improvements.

d) The advantages of the learning model can be identified, including providing real-world experience to students in a project-based learning process, increasing student activity and involvement, improving team collaboration skills, integrating across scientific disciplines, and improving problem solving skills.

Acknowledgement

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DEVELOPMENT OF E-KOMIKA MEDIA (E-SCIENCE COMIC) ON 4ᵀᴴ GRADE SCIENCE MATERIAL AT SDN TANJUNG 3 PAMEKASAN

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Abstract

This research is motivated by the limited variety of science learning media so that the learning outcomes and the digital literacy of fourth grade students at SDN Tanjung 3 Pamekasan are low. This research aims to develop E-Komika (Electronic Science Comic) learning media that is valid, effective and interesting. This research is classified to Reasearch and Development that refers to the 4D model. The research subject consist of expert subject (learning media expert, learning design expert and material expert) and target subject (a teacher and 26 students). Collecting data using the method of questionnaires, observation and test. The results of the research as follows (1) The E-Komika learning media is valid for use as a fourth grade science learning media in elementary school as proven by a validity score is 85,28% in the very valid category. (2) The E-Komika learning media is effective for use as a fourth grade science learning media in elementary school as proven by a effectiveness score is 93,50% in the very effective category. (3) The E-Komika learning media is interesting for use as a fourth grade science learning media in elementary school as proven by a attractiveness score is 92,35% in the very interesting category. Based on the research results, it can be concluded that the E-Komika learning media is valid, effective and interesting to for use as a fourth grade science learning media in elementary school.

Keywords: digital learning media; digital comics; science materials.

1. Introduction

Technological developments have entered various areas of life, one of which is education [21]. Technological developments require education to be able to adjust and adapt to the use of information technology. Technology is increasingly developing rapidly and is becoming a means of supporting various forms of human activity, including in educational activities [7]. The education sector in the current era has experienced rapid technological modernization [5]. Modernization of the education sector has resulted in a new revolution in the world of education by utilizing information technology in the process. This causes the government to make adjustments to improve the curriculum. Currently, a new curriculum has been implemented, namely the Independent Curriculum [8].

The learning paradigm in the Merdeka Curriculum provides independence or freedom for students to learn knowledge as well as natural abilities and talents [16]. Currently, students are required to have 21st century skills and literacy skills, one of which is digital literacy. Digital literacy is the ability or skill to use digital technology [3]. It is important for students to master digital literacy as a form of adaptation to current developments [17]. Making this happen can be achieved in various ways, one of which is through learning carried out in schools using learning media.

According to Sardiman, learning media consists of two words, namely media and learning. Literally the word media means intermediary or introduction [13]. Media is any form of intermediary used by the transmitter of messages, ideas or ideas so that the message is conveyed to the recipient of the message completely and clearly [12]. Meanwhile, learning in KBBI means processes, methods, actions that make learning. So learning media is anything that can be used to convey or distribute messages, in this case learning materials, so as to stimulate students' interest and motivation to learn in order to achieve learning goals [10].

Learning media is important to apply in learning activities, one of which is science learning. Science and Technology is a subject in the Independent Curriculum which is a combination of Science and Social Sciences [8]. Science subjects should be presented in an interesting, fun way and create a spirit of curiosity in students. However, so far the science learning process that has been implemented means that students only memorize theoretical concepts through conventional books so that students get bored [15]. Therefore, it is important to implement effective and interesting learning media in science subjects in elementary schools.

Science learning has material that should be packaged in visual form to make it easier for students to understand the material. Not only that, information was obtained that students' digital literacy was still low. In the current era, digital literacy skills are very important to master. Therefore, it is necessary to have attractive digital-

based learning media in schools to facilitate the transfer of material and improve students' digital literacy skills. To overcome this problem, one solution is to apply digital comic learning media (E-Comics) to science subjects.
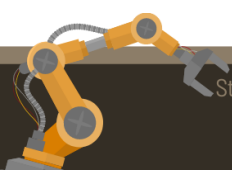
Comics are defined as illustrated stories in general. According to Nana Sudjana and Ahmad Rivai, comics are a form of cartoon that is presented as a sequential story, closely related to pictures and providing entertainment to readers [9]. So, comics are stories in the form of images that are presented sequentially to entertain the reader. Currently, there are many comics circulating on the market, both printed comics and digital-based comics. According to Paterson, digital comics are printed comics that are converted into digital form and then read via digital devices [9]. Digital comics are liked by various groups, including children because they have an attractive visual appearance and can be accessed easily on smartphones.

Digital comics are one of the learning media that can be used in elementary schools. Pinatih., et al. The results of his research stated that digital comic learning media is suitable for use in elementary schools [15]. Apart from that, Senjaya et al., in their research also stated that the use of digital comic learning media was effective in increasing students' enthusiastic interest in learning [18]. Similar research by Oktaviana, et al., also states that the use of digital comics is very feasible and effective and can improve students' cognitive learning outcomes [14].

Based on the results of interviews and observations conducted at SDN Tanjung 3 Pamekasan Regency, it is known that science learning activities still use conventional methods. Teachers say it is difficult to develop learning media, especially digital-based ones. Apart from that, in schools there are no digital learning media that can be used. In practice, teachers only provide learning resources in the form of textbooks which contain mostly written texts. This causes students to be less actively involved in the learning process so that learning activities are boring, less effective and less interesting [7]. Apart from that, students also have low levels of digital literacy. Based on these problems, the researcher aims to develop E-Komika learning media (E-Komik Science) on class IV science material at SDN Tanjung 3 Pamekasan.

2. Method

The research method used is research and development (R&D). The R&D method is a research method that has the aim of creating or developing a particular product and testing the effectiveness of the product [20]. The product developed is digital-based E-Komika (E-Komik IPA) which refers to the 4D model by Thiagarajan, Dorothy S. Semmel, Melvin I. Semme in 1974 [4]. 4D development has four stages, namely define, design, develop and disseminate [4]. The 4D development model was chosen as a systematic and appropriate 4D development model used for developing learning tools such as learning media [2].

This research was carried out in class IV of SDN Tanjung 3 Pamekasan. According to Puslitjaknov, there are 2 test subjects in this development research, namely expert test subjects and target test subjects or product users [19]. Expert trial subjects include learning media experts, learning design experts, and material experts. The target test subjects included teachers and class IV students at SDN Tanjung 3 Pamekasan totaling 26 students. Target testing subjects were carried out in two stages, namely limited trials (small groups) and field trials (large groups) [19].

The instruments used in this research were observation instruments, questionnaires and tests. The data collection techniques used are observation, questionnaires and tests. Observation is used to observe the process of implementing learning using E-Komika learning media in class IV. The questionnaire consists of an expert validation questionnaire and teacher and student response questionnaires. The expert validation questionnaire includes validation sheets from learning media experts, learning design experts and material experts. Expert validators will validate the effectiveness, learning design, relevance of the material, product appearance and grammar in the E-Komika learning media. The assessment in the questionnaire uses a likert scale of one to five for each question to determine content validity. The validation results from expert validators will determine the level of validity of the E-Komika product being developed. Next, student and teacher response questionnaires are used to test the attractiveness of the product and are given after learning using E-Komika media. The test is used to test the effectiveness of the product for students, containing question items given to students after learning using E-Komika media.

The data analysis technique in this research consists of qualitative and quantitative data analysis. Qualitative data in the form of responses to describe the feasibility of E-Komika products. Meanwhile, quantitative data is in the form of numerical data obtained from the results of student and teacher response questionnaires, validation test questionnaires, and student test results to calculate the effectiveness of the E-Komika products being developed.

3. Results

Define Stage. The first stage is define. At this stage, an initial needs analysis is carried out by conducting interviews and observations to find out the basic extent of development that needs to be carried out [11]. Thiagarajan said there were five activities carried out at the definition stage, namely: 1) Front-end analysis to find out basic problems with curriculum analysis. At this stage, curriculum analysis was carried out through joint interviews with class IV teachers at SD Tanjung 3 Pamekasan. Curriculum analysis is carried out to determine learning outcomes (CP), learning objectives (TP) and learning objective flow (ATP) which will be used in developing e-Komika learning media. From the interview results, the curriculum data used was the Merdeka Curriculum. 2) Learner analysis is carried out by analyzing the characteristics, abilities and needs of students. At this stage, a student needs questionnaire instrument is used to collect data. The data was taken to determine the characteristics, abilities, needs and interests of students towards digital comic learning media. 3) Task analysis is carried out to obtain information about the tasks that students must complete during learning using the E-Komika learning media. 4) Concept analysis is carried out to analyze material that will later be used in developing learning media to achieve learning objectives. The material that will be used is class IV material on changes in the form of objects.

Design Stage. The second stage is the design or designing stage. After getting the results of the needs analysis, the design stage is then carried out. At this stage, learning media is designed which includes: 1) preparing criteria tests, carried out by preparing tests for students; 2) media selection, carried out by selecting the learning media that will be used in learning; 3) format selection, carried out by adapting to the learning material in choosing material design, writing and visualization; 4) initial design, creating a learning media design before testing and then carrying out revisions and then carrying out the validation stage. The E-Komika learning media design is presented in Figure
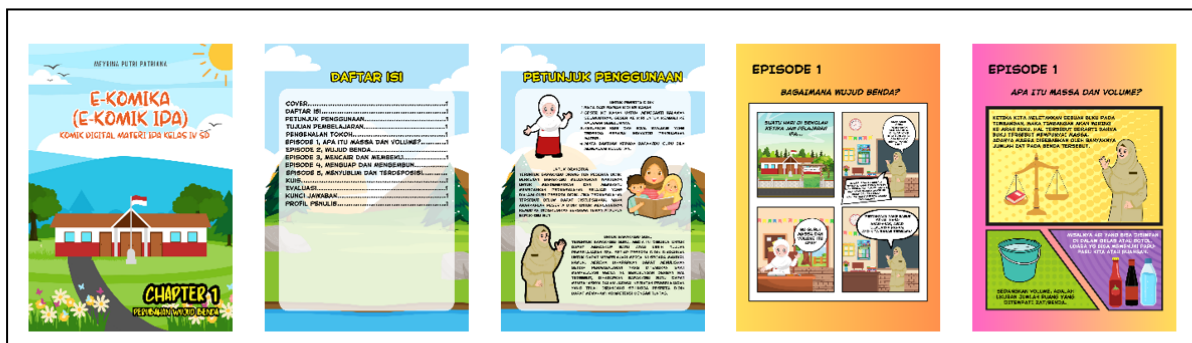
Figure 1. E-Komika Learning Media

Development Stage. The third stage is develop or development. The development stage is the stage for producing development products. This stage consists of two steps, namely expert appraisal (expert validation) and delopmental testing (development trial). The steps at this stage are expert validation, product revision, small group product trials and large group trials. In table bellow, details of the features in the E-Komika learning media are presented.

Table 1. Results of E-Komika Learning Media Development Features

No.	Feature	Description
1.	Front page	contains the title of the learning media, material description, author's name, chapter/section description.
2.	Table of contents	Presents a list of sections and pages of all learning media contents.
3.	Instructions	Contains instructions for using learning media for students, parents and teachers.
4.	Learning Outcomes (CP) and Learning Objectives (TP)	Presents learning outcomes (CP) and learning objectives (TP) that will be achieved through the use of learning media.
5.	Characters Introductions	resents the characters contained in the E-Komika learning media

No.	Feature	Description
6.	Story episode	Is a story episode in one chapter consisting of a total of 5 episodes.
7.	Quizzes and Evaluation	Quizzes and evaluation questions that students must complete to determine student mastery of the material.
8.	Bibliography Contains	List of references and sources used by the developer.
9.	Developer Profile	Contains a brief biography of the developer.

After the product has been developed, the next step is to carry out trials. Testing activities are carried out on 2 types of subjects, namely expert test subjects (expert validators) and target test subjects or product users (teachers and students) (Soesilo, 2019). Expert trials are carried out by validation tests by learning media experts, learning design experts and material experts. Validation of learning media is carried out to test the validity of the product's suitability. The results of expert validation are presented in table bellow:

Table 2. Experts Validation Results

No.	Expert Validation	Value Precentage
1.	Learning Media Expert Validation	85%
2.	Learning Design Expert Validation	88,33%
3.	Material Expert Validation	82,50%
Total		85,28%
Category		Very Valid

From this data it can be seen that the E-Komika product being developed reaches the very valid category. After the expert validation test stage was declared valid, the next stage was to carry out trials on the target subjects, namely on teachers and class IV students at SDN Tanjung 3 Pamekasan. The target trial phase was carried out to test the effectiveness and attractiveness of E-Komika products. The target testing phase was carried out in two stages, namely limited trials (small groups) and field trials (large groups). In the limited trial stage, 1 class IV teacher and 6 students were taken as subjects randomly without considering anything. Limited trials are carried out by testing students, observing student activities and observing teachers managing learning. The results of limited trials are presented in the table bellow:

Table 3. Limited Trial Effectiveness Rate Results

No.	Effectiveness Criteria	Value Precentage
1.	Student Test	100%
2.	Observation of student activities	82,06%
3.	Observation of teacher activities	87,50%
Total		89,85%
Category		Very Effective

In the table above, it can be seen that the effectiveness test on limited trial subjects is in the complete and high categories, which means effective. Next, is to test the level of attractiveness of the product using teacher and student response questionnaires in limited trial subjects. Data on the level of attractiveness in limited trials is presented in the following table:

Table 4. Limited Trial Interest Rate Results

No.	Interest Criteria	Value Precentage
1.	Teacher	88,30%
2.	Student	96,11%
Total		92,20%
Category		Very Interest

It is known that the level of attractiveness at the limit trial stage obtained an average score of 92.2% and was included in the very attractive category. The next testing stage is the field or large group trial stage. At the field trial stage, the subjects used were class IV teachers and all class IV students at SDN Tanjung 3 Pamekasan totaling 26 students. Below are presented the results of the level of effectiveness of field trials and the results of the level of attractiveness of field trials.

Table 5. Field Trial Effectiveness Level Results

No.	Effectiveness Criteria	Value Precentage
1.	Student Test	100%
2.	Observation of student activities	90,68%
3.	Observation of teacher activities	89,84%
Total		93,50%
Category		Very Effective

Table 6. Field Trial Interest Level Results

No.	Interest Criteria	Value Precentage
1.	Teacher	91,66%
2.	Student	93,05%
Total		92,35%
Category		Very Interest

Dessiminate Stage. The fourth stage is dissemination. After the trial is complete, product distribution is carried out. In this study, limited dissemination was carried out, namely dissemination to the subjects used to collect data.

4. Discussion

Based on the data that has been presented, it is known that at the expert validation stage an average value of 85.28% was obtained, which is in the very valid category. This means that the E-Komika learning media is valid and can be applied to further test the effectiveness and attractiveness of the product. In testing the effectiveness and attractiveness of the product, data on the results of limited trials and field trials have been presented. At the limited trial stage, effectiveness data was obtained with an average of 89.85% which was in the very effective category and attractiveness data was 92.20% in the very attractive category. The next stage is field trials or on a large scale. The subjects were the 4th grade teacher and all 26 grade 4 students at SDN Tanjung 3 Pamekasan. Based on the Lpanagan trial, effectiveness data was obtained at 93.50% and attractiveness data at 92.35%. Based on this data, the E-Komika learning media product is valid, effective and interesting to be applied to science learning in class 4 at SDN Tanjung 3 Pamekasan and can be disseminated.

5. Conclusion

The conclusions from the development of E-Komika learning media for science material are: 1) E-Komika learning media is valid for use as science learning media for class IV in elementary schools; 2) E-Komika learning media is effectively applied in learning activities at school as proven by the percentage of scores obtained at 93.50%; 3) The E-Komika learning media is interesting to use in learning activities in elementary schools as proven by the percentage of scores obtained at 92.35%. So it can be concluded that the development of E-Komika (E-Komik Science) learning media in Class IV Science Material is valid, effective and interesting for use in science learning activities in elementary schools.

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FAIRNESS OF BIDR-16 ACROSS GENDERS: STUDY OF INDONESIAN AND EGYTPIAN SAMPLES

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Abstract

BIDR is an instrument to measure social desirability, especially in non-cognitive tests. It has been shown to be construct and criterion valid, in relation to other tests such as SDS (Social Desirability Scale) or MCSDS (Marlowe-Crowne Social Desirability Scale). The test consists of self-deceptive enhancement (SDE) which measures a subject's tendency to pretend and unconsciously answer more positive responses that are considered more "culturally correct", and impression management (IM) which measures a person's tendency to deliberately create a more positive image of their responses. The self-deception a person engages in, other than based on culture, it is also affected by gender. Responses that are "gender correct" would be different between sexes, in which became the purpose of this study. The differences on how gender is perceived between these two countries will produce item biases, detected using differential item functioning (DIF) on BIDR-16. This research will be conducted using 16 items of the BIDR version of the questionnaire. Data will be collected from Indonesian and Egyptian respondents. Data analysis will be conducted using a modern theoretical approach, through DIF analysis. From DIF analysis, it is found that 12 of 16 items suffer from biased responses between genders. This shows how male and female respond differently toward building social image.

Keywords: BIDR-16, Gender, Differential Item Functioning

1. Introduction

One of the main threat in measurement, is the prescence of bias. Bias can affect not only the way people think, but also the way they respond (Lovler & Leslie A. Miller;, 2016). As psychological scales oftentimes relies on accurate depiction of oneself, having biased responses is mainly seen as things that should be avoided in psychological measurement. Alas, in reality, bias is always present in different form, including intentional bias caused by desired responding by participants, as psychological measurement always affected by social consequences.

The Balanced Inventory of Desirability Responding (BIDR), which also called the Paulhus Deception Scale, is an assessment scale to assess an individual's tendency to distort their responses in self-reports to provide a desirable response rather than providing an honest response. The BIDR consists of two subscales consisting of Self-Deceptive Enhancement (SDE) and Impression Management (IM), which covered by having 20 items on each subscales. The SDE subscale assesses the tendency to give honest but positively biased responses (Leite & Beretvas, 2005). Subjects believe that the desired response is an accurate self-report (Holden & Fekken, 2017). Whereas the IM subscale assesses the deliberate falsification of responses to create a socially desirable image (Leite & Beretvas, 2005), in which subjects consciously understand that their responses are inaccurate in describing themselves.

On 2015, BIDR was developed into a more concise version which consist only of 16 items, by Hart et al. (2015) and Asgeirsdottir et al. (2016). Hart et al (2015) developed a 16 item version of the BIDR through 4 studies. The first study (n=1948) was conducted to evaluate the model and dimensions of the BIDR-40, so it was simplified to a 16-item scale. The results of the 16-item version (or BIDR-16) appeared to produce a model fit with a two-factor construct that confirmed the SDE and IM dimensions $\chi2(103, N = 1,850) = 913.92$, GFI = ,93, CFI = 0.88, RMSEA = 0.067 (90% CI = [0.066, 0.074]), SRMR = 0.05. Having smaller sets of items limits the room of desired responding, as well as promoting participants to respond more authentically. Both the 40 items version and th1 16 items version correlates strongly with SDE alpha reliability was .66 and IM .73. The latest version of the BIDR-16 uses an 8-response format (responses are ranked from 1=strongly disagree, to 8=strongly agree) for greater response variety, and avoids neutral responses.

Studies related to BIDR or Balanced Inventory Desirable Responding as a psychometric test have been carried out by those who are interested in developing its psychometric attributes. Some of the analyses conducted are related to construct, reliability, and its relationship with other instruments to prevent the possibility of DIF (Differential Item Functioning). In fact, the study of BIDR as an instrument for measuring social desirability is

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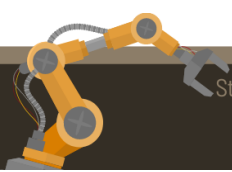
far more popular than the study of its psychometric attributes. Some of the above studies used classical theoretical approaches regarding its validity and reliability (Hart et al., 2015; Lambert et al., 2016).

Based on their origin, there are two approaches when analyzing instruments: classical and modern approaches. The modern one uses item response analysis or called IRT, and its nature is not determined by the sample, resulting in better generalization across different times and situations (Al-khadher & Albursan, 2017; Kohli et al., 2015). Latent score calculation is closely related to probability of endorsement, discrimination index, and test item analysis. Accurate estimates will result from items that fit the right model.

Good items will produce the same function between groups of items. Item bias or differential item functioning (DIF) is a term that refers to items that will produce different functions between item groups (Lovler & Leslie A. Miller;, 2016), Item bias provides more general information than DIF (Hambleton & Swaminathan, 1985). Item analysis by utilizing IRT will get the response pattern on each item. The difference in response patterns in different groups will be a precise indicator in detecting bias in the measuring instrument items. Item bias is usually found in unfair, inconsistent, and contaminated tests (Osterlind, 1983: 10). An item will be considered free from bias if it will give the same probability of answering correctly or agreeing by a random subject from a population, regardless of the particular characteristics of the subject (Camili & Shepard. 1994: 62). Item bias is called Differential Item Functioning (DIF) if it refers to item bias, and Differential Test Functioning (DTF) if it refers to test bias. Bias detection can be done through comparison of the results of different groups, where one acts as a reference group and the other as a focus group. This method is usually done in research with DIF as the topic. Much of the research on DIF is related to culture. Cultural differences will allow a measuring instrument or its items to be responded to differently. This too, will affect genders as it is constructed inside a culture.

As our study is done using Indonesian and Egyptian samples, it is important to understand how genders are perceived in both cultures. Both countries are based on male-dominated cultures. Indonesians, which are dominated by Javanese culture as more than half of the population live there, expects female to show more courtesy and more ethical than male, as males are expected differently to be more socially extrovert, and follow the majorities (Putrihapsari & Dimyati, 2021). Egyptians, in which their culture are derived from both ancient Greek and ancient Egyptian culture, expects female to act more reservely than male. So in conclusion, there exist differences between genderes in different cultures.

Even when both cultures are dominantly moslem countries, Egypt was developed more closely to the history of Islam than Indonesia. In Islam, males have more social privilege than female, while also expected to give more to the society. Inductively, this is where some of the culture in Indonesia and Egypt rooted from, given that both are moslem countries and have existed as a kingdom before. Islam is full of direction on how it's believer should act toward others, and God (Setyawan, 2021). In Indonesia, the culture of Islam itself is acculturated with Javanese culture (Subqi Imam, 2020). Both countries have similarities in culture colored by Islam, but because the cultural origins are different, the social demands and habits of the people are also different.

Social expectations depend on the cultural context in which the subject lives. These expectations are related to the needs, characteristics, and values of various cultures. The BIDR items were developed in western countries with various cultural characteristics. Country differences have an impact on various social expectations, which are generated by humans from different cultural bases, for example in Indonesia or other countries. Based on the above excerpt, we can conclude that the differences in cultural bases between Indonesia and other countries will also affect the possibility of DIF in BIDR items.

Ideally, the analysis of item difficulty for one group should produce the same results as for another group. The level of item difficulty will remain the same between different groups, and the same principle applies to the level of item discrimination. Based on this basic assumption, the test should have relatively similar psychometric attributes across groups. In other words, subjects randomly selected from two different groups but with the same ability or ability, will produce the same output or latent score, because otherwise it will be detected as item bias (Hambleton & Swaminathan, 1985). It was necessary to establish a method by which scores from different groups could be compared.

In an attempt to detect DIF, it is imperative to establish which groups belong to the focal group and the reference group. The focal group is the group where bias occurs and can benefit or harm the group's test results, and the reference group will act as its comparison. Grouping can be based on age, gender, race, ethnicity, culture, disability, or language group. In a gender perspective, women can be treated as the focus group and men as the reference group, or vice versa (Budiono, 2009).

In general, DIF is detected through one of two different score sharing theories: classical test theory and modern test theory. Methods based on classical test theory are the Transformed Item Difficulty Method, Item Discrimination Method, Chi-Square Method, Log-Linear Method, Mantel-Haenszel Method, Standardization
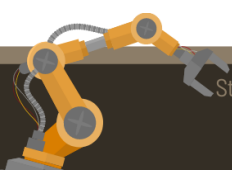
Method, and Logistic Regression Method. Methods based on modern test theory are Item Characteristic Curve (ICC), Lord's Chi-Square, Raju's Size, and Likelihood Ratio Test. DIF detection based on the IRT approach will be done with the Item Characteristic Curve or ICC. Item bias will be analyzed using the male as the focus group, and the female as the reference group. This study will look for response patterns on BIDR items between two genders. The information from this study seeks to improve studies related to the application of BIDR.

2. Method

This study uses a quantitative approach that aims to analyze item responses and see the possibility of DIF (Differential Item Functioning) on the BIDR-16 (Balanced Inventory of Desirable Response) instrument. The study collected data from focus groups and reference groups. The sample for the focus group was 600 students from Yogyakarta State University. Data collection was conducted online through accidental sampling. Data collection was carried out by distributing instruments online and informing in advance various general information about this study.

Respondents will be asked for their willingness to fill out the questionnaire and it is possible if they are not willing. Respondents who choose to be willing will be directly connected to the items that must be answered, while those who are not willing will be directly connected with a thank you and can immediately exit the system. The instrument used in this study is the BIDR-16 short version consisting of two scales, Self-Deceptive Enhancement (SDE) and Impression Management (IM) which has 8 items for both scales. The BIDR-16 has 8 response options, from 1 (strongly disagree) to 8 (strongly agree). Each scale has 4 unfavorable items that need to be reverse scored (SDE: items 1, 3, 5, 8; IM: items 9, 11, 12, 13). The SDE scale measures the tendency for responses to be unintentionally favorable because they believe their responses are true to themselves. The IM scale measures the tendency for respondents to intentionally choose responses according to social appropriateness to increase their self-esteem, resulting in inaccurate/bias responses. Each subscale can be scored separately and the total score is obtained by summing the IM score and SDE score. Data collection will be conducted using an online questionnaire (google form). Before the respondent fills out the instrument, his/her willingness to be part of this study is asked by giving informed consent. Respondents were also asked to provide honest answers in accordance with the actual conditions and received a token of gratitude in the form of online money of 25,000 rupiah.

The data collected is analyzed using a modern theoretical approach with Item-Response Theory (IRT). Item analysis itself will be carried out using the IRT model. This analysis will get the response pattern of each item on each item. The DIF test is conducted by comparing the ICC in both groups. An item shows DIF if there is a difference in ICC between groups or if the two curves do not overlap. By analyzing the difference in the probability value of answering correctly in each ability of the two groups, an item is concluded to have DIF if the probability score $\alpha < 0.05$. The analysis was conducted using R Studio software based on R version 4.3.1 of 2023.

3. Results

The data was collected from 514 respondents, in which 205 from Egypt, and 309 from Indonesia. Among Egyptian respondents, 66 were male and 139 were female. This proportion also stays true for Indonesian respondents, 56 were male and 253 were female. Our sample was predominantly female, but both genders have fulfilled their sample requirement.

Table 1. Descriptive Statistics

BIDR-16		MEAN			
		Egypt		Indonesia	
NO	ITEM	F	M	F	M
1	Not always honest	5.96	5.24	4.48	4.29
2	Know why like things	5.57	5.64	6.1	6.21
3	Hard to shut off a disturbing thought	3.99	4.17	3.42	3.91
4	Never regret decisions	4.31	4.35	4.3	4.38
5	Can't make up my mind	4.79	4.02	3.42	3.36
6	Completely rational	5.61	5.47	5.34	5.82
7	Confident in judgements	5.57	6.02	5.38	5.82
8	Doubted ability as a lover	4.11	3.82	5.11	5.07
9	Sometimes tell lies	3.88	4.23	5.52	5.84
10	Never cover up mistakes	4.83	4.68	4.62	4.98
11	Taken advantage of someone	2.04	2.7	4.82	5.34
12	Sometimes try to get even	2.93	3.68	3.62	3.82

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BIDR-16		MEAN			
		Egypt		Indonesia	
NO	ITEM	F	M	F	M
13	Said something bad about friend	1.85	2.41	3.16	2.86
14	Avoid listening	6.32	5.88	6	5.3
15	Never take things	7.14	6.45	6.72	6.39
16	Don't gossip	6.43	6.12	4.75	5.29
	TOTAL	75.3	74.9	76.8	78.7

By analyzing the proportion of the answer, we conclude that there are no answer choices left unchecked, so there are no choices without answers. The answer was thoroughly distributed among all answer choices, in which becomes apparent that diversity of samples were enough.

We conducted Shapiro-Wilk's normality test, in which resulted in every items violates the assumption of distribution of normality. Hence, tests that requires normality assumption cannot be done, such as ANOVA. The analysis continued to Item-Fit Analysis, as shown on Table 2.

Table 2. Item Fit Analysis

	M2	df	p
stats	33.92505	8	4.191683e-05

RMSEA	RMSEA_5	RMSEA_95	SRMSR	TLI
0.0794	0.0530	0.1078	0.1114	0.8783

Item	S_X2	df.S_X2	RMSEA.S_X2	p.S_X2
BIDR1	212.042	153	0.027	0.001
BIDR2	151.551	145	0.009	0.338
BIDR3	184.433	156	0.019	0.060
BIDR4	130.396	155	0.000	0.925
BIDR5	140.678	144	0.000	0.563
BIDR6	166.822	141	0.019	0.068
BIDR7	164.292	139	0.019	0.070
BIDR8	186.011	177	0.010	0.306
BIDR9	171.662	162	0.011	0.287
BIDR10	196.820	160	0.021	0.027
BIDR11	201.937	163	0.022	0.021
BIDR12	199.492	172	0.018	0.074
BIDR13	206.683	138	0.031	0.000
BIDR14	161.625	135	0.020	0.059
BIDR15	141.015	111	0.023	0.029
BIDR16	174.668	138	0.023	0.019

BIDR-16 is shown to be fit from using both samples from Indonesia and Egypt. There are items that nonetheless shows lesser fit than the others, such as item 1, 10, 11, 13, 15, and 16 by looking at score p.S_X2 that are under 0.05. Even so, the quality of RMSEA that almost hit below 0.05 and TLI that is almost over 0.9 guaranteed that by eliminating several items, this test fits to be used in both samples. By analyzing ICC Curves, we could find other information to elaborate on our previous analysis, as shown in Figure 1.
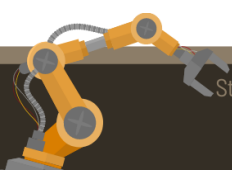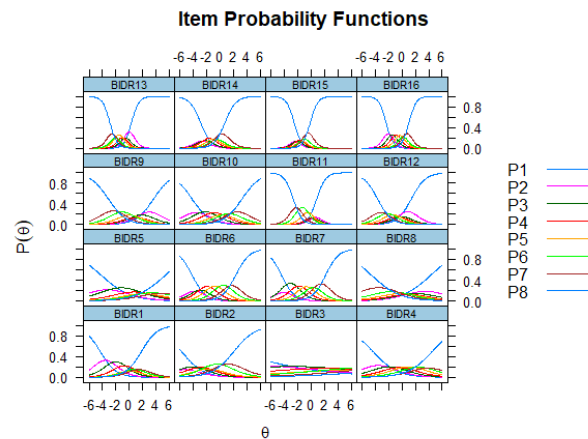
Figure 1. ICC Curves

From ICC curves, all items are responding as it is save for item number 3, which was not one that is detected unfit before. We should elaborate further using the final analysis, the DIF analysis. Our DIF analysis is carried out using Mantel-Haenszel DIF Test.

Table 3. DIF using Mantel-Haenszel DIF Test

	Mantel_Chi_Square	p-value
item 1	0.762	0.383
item 2	0.318	0.573
item 3	4.774	0.029
item 4	0.283	0.595
item 5	1.612	0.204
item 6	1.259	0.262
item 7	6.183	0.013
item 8	1.553	0.213
item 9	0.110	0.740
item 10	0.520	0.471
item 11	0.011	0.916
item 12	3.310	0.069
item 13	0.031	0.860
item 14	5.542	0.019
item 15	6.678	0.010
item 16	2.890	0.089

By looking at the p-value, we seek items with the information of $p<0.05$, which are items 3, 7, 14, and 15. This shows that there are four items affected by DIF between genders. Items that are identified with DIF, are biased in response.

4. Discussion

The result indicates noticeable differences between sexes. BIDR-16 is divided into two factors, Self-Deception Enhancement or SDE (item 1-8), and Impression management or IM (item 9-16) Gender differences can be seen from the difference in scores where in the adult sample, SDE scores in men are higher than women and women have higher IM scores. For the student sample, the difference is only in the IM dimension where women have higher scores than men. (Bobbio & Manganelli, 2011), and the same result also found in Paulhus (2011).

Judging from our DIF result, there are four items that are biased, in which: (3) Hard to shut off a disturbing thought, (7) Confident in judgements, (14) Avoid listening, and (15) Never take things. Males are used as the focal group for the female samples. These items should be discussed below.

Males are better at closing unnecessary thoughts than female, in which stays true in both samples, as shown in item 3. It is also consistent in the item 7, in which the level of confidence of individual is related to the ability of disciplining your own mind. Avoid listening is lesser on female samples, as females are shown to be more gossipy, and the item number 15 shown that females are more geared toward taking things from others.

These questions are gender sensitive, which could be the source of DIF. Male are more dominating in both of these culture. Male are expected to be more focus and decisive, a different turn than female. Male as a symbol of power, strength, rationality, superiority, and domination of the rule in society (Wulandari, 2017). This way, they are breed to do better on tasks and not engaging in intimacy (Neckar & Szlachta, 2019).

Female / women are pushed to be perfect and impeccable, leaving good impression, and able to adapt to social situation (Wulandari, 2017). Related to the research from Bobbio & Manganelli (2011), this is also why females are needed to manage their impression a whole lot better than males. Males are also shown to be more insensitive toward questionnaires about morals (Azimpour et al., 2015), and they are more morally lenient than female. Higher SDE indicates that males use manipulation to obtain social superiority, different than females in which their attempt is to maintain social conformity.

The questionnaires are also translated from one language to another, opening potential biases. Items from BIDR should not only be translated, but culturally adapted in order to fulfill statistical requirement before being used on different cultures (Paulhus, 2011). The procedures used in these research is not sufficient enough, as the process of adapting language to Egyptian context was not thoroughly observed and noted. As a closing statement, it can be concluded that DIF bias between genders in BIDR-16 is present, and caused by different expectation carried out by both genders by social cultures.

Acknowledgement

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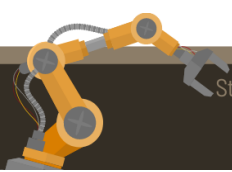
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STUDENTS' CONCEPTUAL UNDERSTANDING OF EVOLUTION BASED ON DIFFERENT SCHOOL TYPE

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Abstract

Evolution is a science that is quite contradictive with the theory of creationism. This causes some people with strong religious beliefs to reject the theory of evolution. Therefore, this study aims to determine whether there is a difference in the level of concept understanding between students who attend schools with a strong religious culture and students who attend public schools. The research instrument used a digital assessment based on the Frayer Model consisting of 30 questions. 164 students were involved as samples in this study. Data analysis was conducted by quantitative analysis using Rasch analysis and Mann-Whitney t-test. The results showed that students who attended schools with a strong religious culture tended to obtain lower scores on the concepts of concrete, identity, classificatory, superordinate-subordinate, and contingency levels than students who attended public schools.

Keywords: evolution, creationism, conceptual understanding, Frayer Model, digital assessment

1. Introduction

Evolution is a field in Biology that discusses the origin of living things and how living things develop and change from time to time. This field of study is important to learn because it is related to biodiversity and conservation biology. In biodiversity, evolution helps researchers trace the history of species and their genealogy from present to the past so that the ancestors and kinship of these species can be known [1]–[3]. Other than that, by knowing the kinship of the species, a measure of taxonomic diversity in the region can be obtained and then used as a basis for consideration of species conservation. Furthermore, by studying evolution, researchers can predict the vulnerability (i.e., inability to adapt) of species so as to improve conservation strategies [4]–[9].

In addition, by studying evolution with a good and thorough understanding, it will help us to avoid misconceptions and misperceptions about evolutionary theory, especially related to the theory that is still often debated, the theory of the origin of living things. As we know, many people wrongly assume that humans came from apes. This happens because someone misunderstands Darwin's theory of human origins or may only understand part of the theory. Whereas, if we analyze it further using a full understanding of evolution, then we can understand that Darwin's theory actually never stated that humans came from apes. It only states that humans and apes are closely related [10]–[12]. This close kinship between humans and apes has been proven through comparative analysis of visible characteristics and strengthened by comparative analysis of DNA sequences between humans and apes [13]–[17].

Unfortunately, there are still many people who tend to refuse to learn about evolution. These people usually have a strong religious background so they have already rejected the theory of evolution before the person tries to think critically and analyze the theory. This is because they think that the theory of evolution is contradictory to the theory of creationism. Creationism itself is a theory that states that living things and the entire universe were created by God and their form is fixed from the beginning of creation until the end of time [18]–[21]. This is reinforced by several studies that show that people with a strong religious background and teachers who prefer to teach the theory of creationism over the theory of evolution in class tend to find it more difficult to accept the theory of evolution [22]–[25].

In addition to religious background factors, concept understanding can also be influenced by students' cognitive processes. Students' cognitive processes in understanding concepts will develop along with the development of students' age. When students enter early age, students can only recognize objects, distinguish objects, and group objects into their respective groups based on similar characteristics but cannot yet explain the reasons for the grouping. As age and knowledge increase, students can explain the underlying reasons for naming objects, distinguishing, and grouping objects into their respective groups using the science concepts they learn. The stages of students' cognitive processes in understanding the concept are discussed in detail in the level of conceptual understanding explained in the Frayer Model (1972). Frayer Model (1972) consists of seven levels of conceptual understanding, namely concrete, identity, classificatory, formal, superordinate-subordinate, contingency, and principle [26].

In addition to its close association with religious factors, evolution is also closely tied to concrete objects that can be observed and studied in the surrounding environment. Therefore, understanding evolution in accordance with the stages of the cognitive process as formulated in the Frayer Model (1972) will assist students in developing a solid and structured understanding.

Research that examines the relationship between students' religious background and the acceptance of evolutionary material has been conducted several times, including research conducted by Barnes, et al. (2020), Gutowski, Aptyka, and Großschedl (2023), Deniz and Sahin (2016), and Levesque and Guillaume (2010) [22]–[25]. However, no prior research has investigated differences in students' conceptual understanding based on the seven stages of the Frayer Model among those from different religious backgrounds. This study, therefore, aims to determine whether such differences exist between students from schools with a strong religious culture and those from public schools using digital assessments developed according to the seven stages of student concept understanding in the Frayer Model (1972).

2. Method

a. Participant

The population in this study were grade XII students from two schools in Surakarta, namely Senior High School (SH) A (427 students) and SH B (147 students). The characteristics of the two schools are described in Table 1.

Table 1. Characteristics of SH A and SH B

School	Characteristics
SH A	- Managed by a public foundation that used to be engaged in cooperatives
	- Accepting students with any religious backgrounds
	- Consists of two classes, general and international classes, therefore this school uses the national curriculum (Merdeka Curriculum) and also uses the international curriculum in some of its classes
SH B	- Managed by an Islamic foundation
	- Only accepts students who are Muslim
	- Using the national curriculum (Merdeka Curriculum) only, but the daily activities at school are closely related to Islamic habits, such as reading Al-Qur'an in the morning before learning takes place.

Samples of students from SH A and B were selected by purposive random sampling from each school by considering that these students had received evolution material and a total of 164 students were collected as participants. This number according to Hair et al. (2010) and Memon et al. (2020) is sufficient for survey research or research that aims to test assessments and explore student skill profiles, in this case student concept understanding profiles (50 - 100 respondents) [27], [28].

b. Instrument and Data

The instrument in this study is a digital assessment in the form of 30 questions. The 30 questions were prepared based on the seven levels of student conceptual understanding formulated by Klausmeier, Frayer, and Schwenn, namely concrete level concepts (4 questions), identity (4 questions), classificatory (5 questions), formal (5 questions), superordinate-subordinate (4 questions), principle (4 questions), and contingency (4 questions). The questions are packaged in digital form made using the Unity software development kit version 2021.1.17f1 with

the C# programming language with the Integrated Development Environment (IDE) using visual studio code version 1.81.0.

The questions were digitized to enable immediate scoring for both teachers and students upon completion of the assessment. In addition, student data stored in the database https://bit.ly/Database_Asepsis for the biodata and http://bit.ly/Database_Nilai_Siswa_pada_Setiap_Level for the scores. This data accessibility simplifies the process for teachers who may need to review student conceptual understanding achievements as part of their teaching and learning evaluation in the classroom.

Data collection took place in August 2023 during separate sessions at SH A and SH B, each lasting approximately 60 minutes. Before data collection, the items were subjected to validity, reliability, and feasibility testing with 55 twelfth grade students who were not part of the main data collection. As a result of these tests, 30 questions were selected for their validity, reliability, and suitability for the research.

c. Data Analysis

Quantitative data analysis was performed using the Rasch model through the Winsteps version 3.73 application in the Wright Map menu. The Wright Map allowed for the visualization of student abilities and the distribution of concept understanding levels, ranging from the most challenging to the easiest levels mastered by students. Additionally, a comparative analysis of concept understanding achievements between students from SH A and SH B was conducted using the Mann-Whitney non-parametric statistical test. The results of the Rasch test and the Mann-Whitney t-test were subsequently discussed descriptively.

3. Results

a. Profile of Students' Conceptual Understanding on Evolution

The profile of students' concept understanding is visualized through the Wright Map (Figure 1). The Wright Map reveals that the T points represent the upper and lower boundaries of concept difficulty and student ability levels. Concepts close to the upper T point are considered highly difficult, while those near the lower T point are relatively easy.

When concepts are arranged from the most challenging to the least challenging for students, they follow this order: Superordinate-subordinate (L6), principle (L7), identity (L4), Classificatory (L5), Formal (L3), contingency (L2), and concrete (L1). The item measure value serves as the basis for categorizing item difficulty, which, in this case, corresponds to concept difficulty levels [29].

This also applies to the student's ability level. Students who are close to the upper T point and even above the upper T point indicate that the student has a very high level of ability while students who are close to the lower T point and even below the lower T point indicate that the student has a very low level of ability. As for this study, there are 11 students who are above the upper T point with a person measure value range of 3.31 - 2.55 and 3 students who are below the lower T point with a person measure value range of -3.43 - -3.56. The person measure value is the value used as the basis for determining the level of student ability [29].

The eleven students with the highest level of ability (upper outliers) all come from SH A. While the three students with the lowest level of ability, 2 students come from SH B and 1 student comes from SH A.

In addition to being reviewed from Wright Map and person measure values, student ability in answering questions is also reviewed based on the separation value and person reliability value. The separation value indicates the extent to which students can be grouped based on their ability level in answering questions while the person reliability value shows the extent to which students are consistent in answering questions [30], [31]. From the summary statistic analysis, it is known that the person separation value is 2.62 and the person reliability value is 0.87. The person separation and person reliability values have met the minimum required values, namely 2.0 for person separation and 0.8 for person reliability [32].
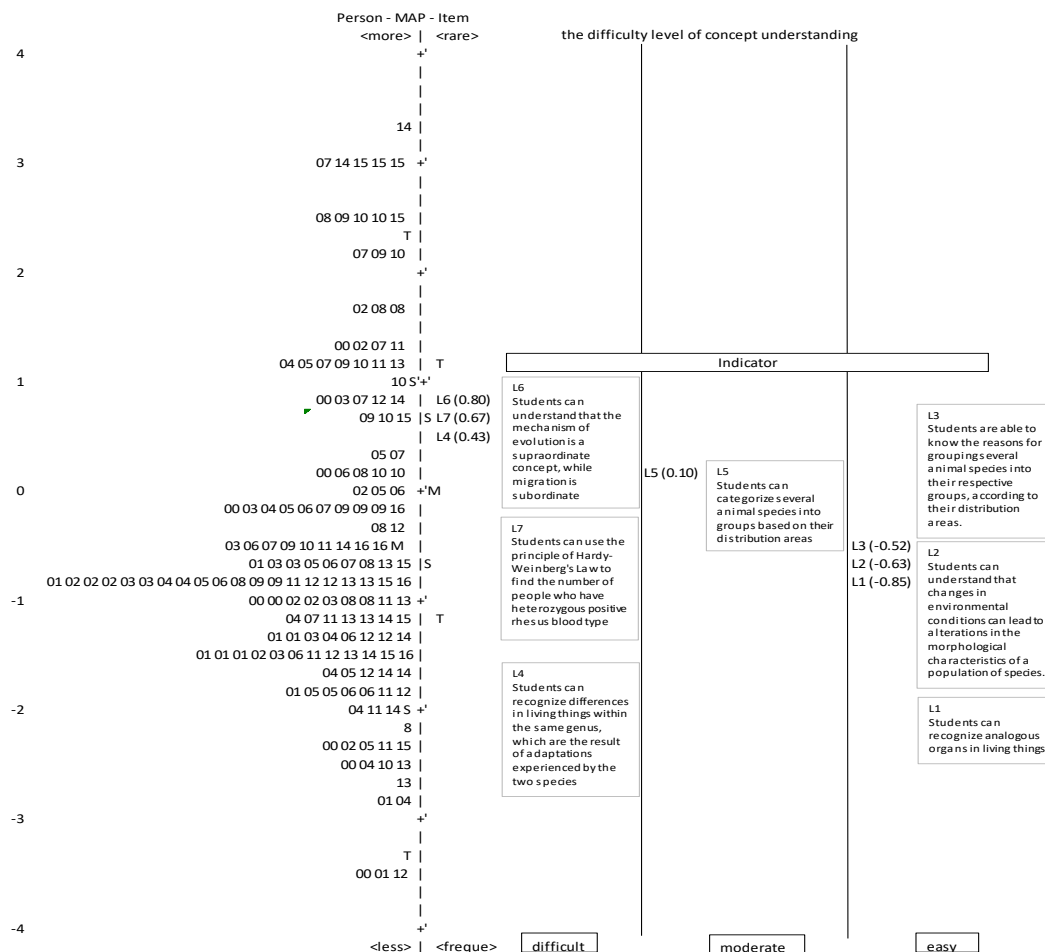
Figure 1. Wright Map of Student Conceptual Understanding Profile

b. Differences in Students' Conceptual Understanding Achievement

Analysis of differences in students' achievement was carried out by looking at the assymp sig value of the Mann-Whitney test at each level of conceptual understanding and the distribution of ability levels and difficulty levels of conceptual understanding from two different schools through Wright Map.

Before conducting the difference test, researchers first collected demographic data in the form of school origin, gender, domicile, and student participation in the biology tutoring program. From the results of the Mann-Whitney test analysis, it is known that there is no significant difference in the average value of each level of concept understanding between male and female students. The same thing was also shown in the results of the Mann-Whitney test analysis between city and district domicile students and between students who participated in tutoring and who did not participate in biology tutoring.

The Mann-Whitney test shows that there is a significant difference in the mean scores between students from SH A and SH B on the concepts of concrete, contingency, identity, classificatory, and superordinate-subordinate levels. In the concept of concrete level, it is known that the assymp sig value is 0.006, the value is less than 0.05 so that the value is considered significant, which means that there is a significant difference between students from SH A (mean value 89.89) and students from SH B (mean value 70.47) [33].

Similarly, for the contingency, identity, classificatory, and superordinate-subordinate, the assymp sig value between SH A and SH B students from the four concept levels shows a value below 0.05. At the contingency level, the assymp sig value is 0.011 with a mean value of SH A students of 89.95 and SH B students of 71.57. While at the identity level, the assymp sig value is 0.001 with a mean value for SH A students of 91.38 and SH B students of 66.51. At the classificatory level, the assymp sig value is 0.000 with a mean value for SH A students of 93.59 and SH B students of 61.79. Then, for the Superordinate-subordinate concept level, the assymp sig value is 0.006 with a mean value for SH A students of 88.74 and SH B students of 68.89. This value is reinforced by the Rasch analysis results seen in the Wright Map of each school (Figure 2).

From the Wright Map, it is known that there is one student who is above the upper T point for both SH A and SH B Wright Map. However, the student who was outside the upper T point of SH A obtained a higher measure value (3.65) than the student from SH B (1.66). As for students who are in the lower T point range, there are no SH A students who are below the lower T point. There is only one student who is right at the bottom T point with a measure value of -3.62 while in SH B, there are two students who are below the bottom T point with a measure value of -3.46. However, SH A's mean person measure value is still higher (-0.17) than SH B's mean person measure value (-0.84).

In addition, the Wright Map of the two schools also shows the order of concept understanding levels from the most difficult to the easiest for students from the two schools. In SH A's Wright Map, the most difficult levels of concept understanding are L7 (principle), L6 (superordinate-subordinate), L4 (Identity), L5 (Classificatory), L3 (Formal), L2 (Contingency), and L1 (Concrete). Meanwhile, on SMA B's Wright Map, the order of concept levels from the most difficult to the easiest according to students is L6 (Superordinate-subordinate), L4 (Identity), L5 (Classificatory), L7 (Principle), L2 (Contingency), L1 (Concrete), and L3 (Formal).

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                Person - MAP - Item                                 Person - MAP - Item
                <more> | <rare>                                     <more> | <rare>
   4                   +'                                                  +'
                        |                                                   |
                072LBT  |                                                   |
   005LOT 078LBT 080LOT 083LBI 084LOT T |                                   |
                        |                                                   |
   3                   +'                                                  +'
   017POT 028POI 030LBT 032POT 087LOT  |                                    |
                        |                                                   |
                        |                                                   |
        007POT 027LOT 034PBI  |                                             |
                        |                                                   |
   2                   +'                                                  +'
             013POT 015LOT  |                                               |
                        |                              25PO |
          003POI 046PBI S  |                                                |
                        | T                        06PO 22PO T | T
   002POT 025PBT 031PBI 036LOI 042POT 067PBT |          44LB 55LO |
   1                   +'L7 (1.00)                     03PO 32PO  +'
       004LOT 057LOI 074POI  L6 (0.80)                           | L6 (0.86)
          020LBI 038PBT 088LOT | S                               | S
                  009LBT  |                             54LB | L4 (0.50) L5 (0.47)
                        |                               08PO 68LO | L7 (0.38)
                        | L4 (0.39)                  21PO 50LB 69PB S |
          011PBI 033LOI 039PBT  |
   0                   +'M               07PB 35LB 49LO 57LO 60LO +' M
   006POT 021POT 023LOT 026LBI 093PBT M |                         |
           018POT 053PBT | L3 (-0.28) L5 (-0.26)      36LB 67PO |
   008POT 037PBT 045PBT 071POI 091POT 092POI |  10LO 37PB 39PO 53LB 65PB 70PB |
        012LBI 029PBI 063POT 081POI | S   L2 (-0.66)  16PB 24PB 29PO 56LB | S L2 (-0.64)
        014LBT 022POI 051LOI 068LOI 089PBT | 28LO 31PO 34LB 40PO 48LB 62PO M | L1 (-0.76) L3 (-0.81)
   -1  024POT 044LOT 050PBI 061POT 094POI +'L1 (-0.99)   04PO 09PO 23PO 27PO 30LO +'
     010PBT 019LBI 040LBI 047LBI 062LBT 065LBT |                43PO |
        001LOT 069PBT 077LBT 085POT | T   11LO 12LB 15LO 18PO 19LO 26PO 33LB 38PO 41PB 61PO 63PB | T
          056LBI 058LOT 070POT 075LBT |                     47PO 52LB |
     048LOI 052LOT 066LBT 086LBT 090LBT |                             |
          059LBI 076POI 079PBI |             17PB 58PB 59PO 64PO 66PB |
   -2          041PBI 054POI +'                        46PB S +'
             049LOI 073POI |                  02PB 20LB 51PO |
                  016LBI |                       01LO 45LB |
             043LBI 082LOI |                             |
                  035LOT |                        14PO 42PO |
          060LOT 064LOT |                                  |
   -3                  +'                               T +'
                        |                                   |
                        |                                   |
                        |                            05PB 13PO |
              055LBI T |                                    |
                        |                                   |
   -4                  +'                                  +'
                <less> | <frequ>                     <less> | <frequ>

                  SMA A                                 SMA B
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Figure 2. The comparison Between SH A's and SH B's Wright Map

4. Discussion

From the analysis, it was found that the person reliability value and person separation value had met the minimum required value, namely 0.87 for the person reliability and 2.62 for the person separation value. This means that students have answered the questions consistently [30], [31]. In addition, the person separation value of 2.62 if rounded to 3, means that there are 3 groups of student ability levels (low, medium, and high) [34]. This indicates that the items tested have been able to distinguish student abilities well.

As for the concept level that is most difficult to understand by students as a whole is the concept of superordinate-subordinate, principle, identity, and classificatory levels. This indicates that the students studied still have difficulty in solving problems related to vocabulary and the position of vocabulary in science, understanding to distinguish and classify contextual objects, and questions that require students to be able to apply their conceptual understanding in solving everyday science problems related to evolution.

However, from the results of the Mann-whitney test, it is known that there is a significant difference between the scores of SH A students and SH B students at the concrete, contingency, identity, classificatory, and superordinate-subordinate levels. From the analysis, it is known that students from SH A are superior to SH B students. This is confirmed by the data seen on the Wright Map. Of the 11 students who were among the highest ability students (upper outliers), all were students from SH A; for students with low ability (lower outliers), 2 students were from SH B and 1 student was from SH A.

As for other demographic data such as gender, domicile, and student participation in biology tutoring programs from the results of the Mann-whitney difference test, no significant differences were found in the seven levels of the concept. This indicates that gender, domicile, and student participation in biology tutoring programs do not really affect student achievement in this case the acquisition of student scores at each level of concept understanding.

Instead, student scores at each level of concept understanding are more influenced by students' school of origin. This is because different schools have different cultures, teaching methods, teacher competencies, and student competencies. The better the teaching method and also the teacher and student competence, the better the student learning achievement in the school [35]–[37]. In addition, specifically for evolutionary materials, the culture in the school can also affect students' acceptance of the material [22]–[24].

Acknowledgement

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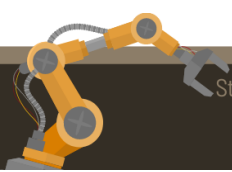
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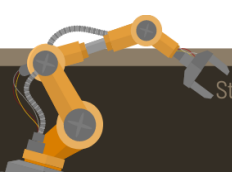
THE CYCLIC VOLTAMMOGRAM OF MEDICINAL Crescentia cujete FRUIT SYRUP

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Abstract

A cyclic voltammogram is a curve obtained using the cyclic voltammetry method which has an important role in studying the characteristics of a system, including studying the components that exist in a system. The Crescentia cujete fruit is a wild plant that has medicinal properties and is not widely used in Indonesia. Therefore, it is natural to carry out research regarding Crescentia cujete fruit, which is processed into a syrup product with medicinal properties and its cyclic voltammogram is studied to better understand the components contained in it, especially components with medicinal properties, combined with infrared spectra testing. .The cyclic voltammogram of the Crescentia cujete fruit syrup product was obtained by cyclic voltammetry using the eDaq eChem voltameter at the UNY Chemistry Laboratory using a stainless steel working electrode. The research was carried out at room temperature (250 C), with a scan rate of 50 mV/s. The medicinal efficacious the fruit syrup product that has been made is labeled "Natural Maja" has a distinctive cyclic voltammogram, allowing it to be marketed and increasing income generating institutions.

Keywords: cyclic voltammogram, Cresentia cujete, medicinal syrup product

1. Introduction

a. The Crescentia cujete fruit

The Crescentia cujete fruit plant is a wild plant that has medicinal properties, which has not been widely used in Indonesia. Old Crescentia cujete fruit can be processed into syrup products with medicinal properties, for this reason it is necessary to study the component content Crescentia cujete fruit syrup products using cyclic voltammetry. In Indonesia, many types of plants grow abundantly, although sometimes they are not maintained properly. intensively, or even just growing wildly [1,2,3,4]. There are still many plants that have not been utilized optimally [5], one of which is the Crescentia cujete fruit plant [6]. Many Crescentia cujete fruit plants grow wild as hedge plants or in gardens or forests and have not been utilized optimally, even though they have extraordinary medicinal properties. There are two types of the fruit plants, namely Crescentia cujete fruit and Aegle marmelos L.fruit. The Crescentia cujete fruit plant is native to Tropical America, which came to Indonesia because it was brought by the Portuguese and Dutch [6].

The Aegle marmelos L. fruit plants are often found in Sepatan Asia (Pakistan, India, Nepal, Sri Lanka and Bangladesh) and Southeast Asia (Myanmar, Thailand, Laos, Vietnam, Cambodia, Malaysia, the Philippines and Indonesia). The fruit is often known as bilva, bilwa, bel, kuvalam, koovalam, madtoum, beli fruit, Bengal quince, stone apple or wood apple. In Java, Aegle marmelos L. fruit plants grow in the lowlands, especially in areas with very dry climates [6]. The area of the former Majapahit kingdom (around Mojokerto) grows many Aegle marmelos L. fruit plants. Unlike the bitter Crescentia cujete fruit, the fruit tastes sweet with a fragrant aroma. In India, Sri Lanka and Bangladesh, the fruit is an ingredient in sherbet drinks [7,8,9]. The shoots of the plant are also usually made into vegetables. The fruit trees are usually planted in temple grounds because they are believed to be the incarnation of Lord Shiva, the fruit is one of the requirements for traditional Hindu wedding ceremonies, as a symbol of the groom [9].

The Crescentia cujete fruit tastes bitter, even poisonous, to the point where the flesh is a vegetable pesticide [10,11,12]. This plant is propagated by branch cuttings, and will bear fruit three years after planting. The fruit plant is more widely planted as a fence, shade tree and garden element, because of the beauty of its crown and fruit. When it bears fruit, the fruit plant shows its beauty because the fruit, which is the size of a ball, appears hanging from the tip of the branch to the main trunk, so it can attract people who see it. Apart from being used as a pesticide, the flesh of the fruit can be used as organic fertilizer and as a repellent for pests such as mice. The hard skin of the fruit, like a kalapa shell, is used for household utensils such as water scoops, rice measures, and places to store various grains.

The Crescentia cujete fruit is rich in nutrients that are beneficial for the body. In several countries, one of which is India, this fruit is used as herbal medicine because it has good benefits for the body and has been proven to be rich in carbohydrates, Vitamin C, Vitamin B1, Vitamin B2, while the fruit seeds are rich in protein content

from nine types of amino acids, so the fruit can be used as herbal medicine. The main ingredients in the fruit include carbohydrates, riboflavin, coumarin, vitamin C, thiamin, niacin, protein, carotene and water. The benefits of the fruit include treating diarrhea, anti-fungal, anti-bacterial, anti-malaria, anti-cancer, helping diabetes management, overcoming drug allergies, reducing fever, treating stomach ulcers, stomach acid & digestive disorders, and being able to maintain fluid levels. in the body.

In this research, an attempt was made to process the Crescentia cujete fruit into a syrup product with medicinal properties and study the cyclic voltammogram to better understand the components contained in it, especially those with medicinal properties by combining voltammogram data and FTIR spectral tests.

Figure 1. The Crescentia cujete fruit

b. Crescentia cujete fruit syrup product have been marketed

The syrup or juice of Crescentia cujete fruit apparently has many benefits, including strengthening the body's immune system, improving blood circulation, treating anemia, treating skin allergies, treating ulcers and stomach acid, increasing concentration, lowering sugar levels, calming heart palpitations, relieves asthma, relieves coughs, cures diarrhea and constipation, treats hypertension, improves urination, relieves flu and fever, softens and brightens the skin, regenerates skin cells, improves digestion, makes bones and teeth healthy and is very good for beauty.

The product of Crescentia cujete syrup or juice is not yet widely known in the community, so it needs to be introduced, cultivated and processed to become a product with medicinal properties. Only a few regions in Indonesia have produced and marketed it, including the Gajah Maja brand, Maja Pingit and Buah Mojo at a price of IDR 25,000.00 per 150 mL bottle (https://www.bukalapak.com/p/ Kesehatan-2359/obat-vitamin/herbal/mg3tbl-jual-sirup-buah-maja-or -bernuk), some are sold at Rp. 95,000.00 per 250 mL bottle (excluding shipping costs) [13].

Figure 2 *Crescentia cujete* fruit syrup product have been marketed [13]

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c. Cyclic voltammogram

Voltammetry is an analytical technique based on the relationship between the magnitude of electric current and chemical reactions, namely the relationship between chemical parameters, potential/voltage, and electric current, an electroanalytical method by measuring current as a function of potential. It is carried out by polarizing the working electrode. Variable measurements are carried out by applying potential to an electrochemical cell then measuring the current resulting from the redox reaction process and voltage scanning producing a specific current response [14]. There are several voltammetry techniques, one of which is cyclic voltammetry.

Scan settings in the cyclic voltammetry start from the beginning and end at the beginning too. The method is often used because it is relatively fast and simple to characterize reactions that occur in an electrochemical system [15]. With the method, the kinetics and thermodynamics of the system can be studied, and information on the rate of electron transfer that occurs at the electrode surface can be obtained. In this method, an electrolyte solution is needed as a conducting medium, thus allowing charge transfer to occur through the movement of electrolyte ions. The cyclic voltammetry (CV) is a type of electrochemical measurement used to study the electrochemical properties of analytes in solution or molecules adsorbed onto electrodes. In the cyclic voltammetry, the potential of the working electrode increases with time linearly. When the set potential has been reached, the electrode potential is increased in the opposite direction to return to the initial potential. The current at the working electrode is plotted against the working potential to produce a curve called a cyclic voltammogram.

The cyclic voltammetry is used to determine the behavior of compounds on the electrode surface, which is obtained through scanning potential against current with various scan speeds or sweep rates. The result of the method is a voltammogram containing several parameters, namely peak anode potential (E_{pa}), peak cathode potential (E_{pc}), peak anode current (I_{pa}), peak cathode current (I_{pc}), half cathode potential ($E_p/2$), and half wave potential ($E_{1/2}$) [16].

The method involves the process of exposing a stationary electrode to a linear potential using triangular waves and the technique uses quantitative oxidation-reduction (redox) analysis. In this technique, three electrodes are used, namely the working electrode, the reference electrode, and the additional/auxiliary/supporting/contra electrode (auxiliary electrode). In analysis, the sample containing the analyte is applied to a glass container with a certain volume (usually 5-50 mL) then the three electrodes are dipped through the hole in the electrochemical cell cover [17] and a voltammogram is produced, an example of a cyclic voltammogram can be seen in Figure 3.

The voltammetric method measures the current at the working electrode. In the technique, the given potential can be adjusted according to needs. For linear voltammetry, the potential between the working electrode and the reference electrode is swept linearly. The resulting slope has units of potential (volts) per unit time, usually called the scan rate. The scan rate value can be changed from low level (mV/s) to high level (1,000,000 V/s).

The cyclic voltammetry has advantages, including relatively high sensitivity, relatively low detection limit, relatively wide linear region, and can provide qualitative and quantitative data on redox reactions simultaneously. The weaknesses include differences in electron transfer kinetics which affect the magnitude of the peak potential and current produced as well as interference with electron transfer from other species. There are several things that need to be considered regarding the use of the method, namely the cleanliness of the equipment, the degree of purity of the reagents which must be high, the calibration of the equipment, and the use of water in the form of distilled water or distilled water.
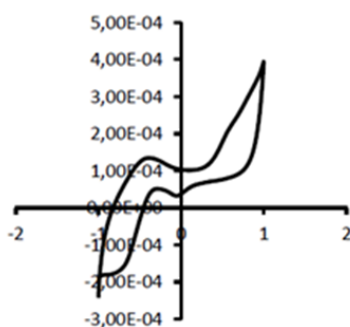
Figue 3. Cyclic voltammogram

d. SEM-EDX

Scanning electron microscope (SEM) is an electron microscope for analyzing the surface of a solid object, to find out information on the morphology, topography and composition of a sample. It has a magnification of 10 - 300,000 times with a resolution of 1 - 10 nm. The SEM with an energy dispersion x-ray (EDX) system is used to analyze the chemical elements or characteristics of a sample. Samples are analyzed in a vacuum, so the samples must be conductive and free from water and fat. If the sample is not conductive, then the sample is sputtered or coated using gold (Au) or platinum (Pt) thinly first. An example of an SEM image can be seen in Figure 4.

The working principle of the SEM-EDX is to shoot x-rays at the sample whose composition you want to know. The characterization is based on the principle that each element has atoms or elements with a characteristic chemical structure. An electron beam that hits a sample will experience backscatter (backscattered electrons) due to interaction with the sample's positively charged atomic nuclei. The SEM images are obtained from the detection of backscattered electrons or based on secondary electrons. The backscattered electrons come from deeper parts of the sample and provide information regarding the composition of the sample. Deeper electrons will be backscattered more strongly and appear brighter in the resulting image, while secondary electrons originating from the surface of the sample have an energy of around 5-50 eV.

Figure 4. The SEM image [18]

e. XRD

X-ray diffraction (XRD) is an analytical method that utilizes the interaction of x-rays with atoms arranged in a crystal system. Crystals are collections of atoms that are arranged regularly and repeatedly in three-dimensional space. The orderly arrangement of atoms is caused by geometric conditions which are influenced by directional atomic bonds. The XRD analysis aims to identify the presence of a compound by observing the light refraction pattern. When light particles (photons) come at a certain angle to a plane, a characteristic reflection or refraction pattern will be produced. This happens because each compound consists of an arrangement of atoms that form a certain plane, so it is impossible to produce reflections or refraction in various shapes. The specificity of the diffraction pattern is the basis for qualitative analysis to differentiate one compound from another. The diffraction pattern is expressed by the angle formed as a result of the diffraction of light rays by crystals in a material. The magnitude of the angle is expressed as 2θ (θ represents the angle of incidence of light). The value 2θ is the angle of incidence and the diffraction angle detected by the detector. Bragg's law states that the difference in the path of an x-ray diffraction beam must be a multiple of the wavelength, which is mathematically formulated as equation (1).

$$n \lambda = 2 \, d \sin \theta \tag{1}$$

where n is the diffraction order (1, 2, 3, …), λ is the x-ray wavelength, d is the grating distance, and θ is the diffraction angle. The diffractogram pattern is a series of diffraction peaks with varying relative intensity along a certain 2θ value. The diffraction pattern of each crystalline solid is very distinctive, depending on the crystal lattice, unit parameters, and the x-ray wavelength used.

Research related to the cyclic voltammetry method to study the component content in Crescentia cujete fruit syrup has never been carried out. The research that has been carried out includes synthesis of Aegle marmelos L. fruit extract using the hydrolysis - evaporation method [19], testing the effectiveness of Aegle marmelos (L.) Corr fruit extract: as an antibacterial against the growth of staphylococcus aureus bacteria and shigella dysentriae in vitro using the diffusion method [20], formulation and testing of the antioxidant content of Aegle marmelos (L.) Correa fruit extract syrup using the UV-Vis spectrophotometric method [21], potential analysis antioxidant health drink products Aegle marmelos (L) Correa fruit [22], pharmacological activities of bioactive compounds from Crescentia cujete L. plant – a review [23], a review of the phytochemistry, ethnobotany, toxicology, and pharmacological potentials of Crescentia cujete L. (Bignoniaceae) [24], antioxidant and anti-inflammatory

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activities of bioactive compounds from Crescentia cujete L leaves and fruit–a review [25], and bioactive compounds from Crescentia cujete fruit as a potential natural antibacterial [26].

2. Method

The cyclic voltammetry method was carried out using a stainless steel working electrode, a platinum counter electrode and an Ag/AgCl reference electrode. The variations in sample concentration were (a) 10 mL of the Crescentia cujete fruit syrup; (b) 8 mL of the Crescentia cujete fruit syrup plus 2 mL distilled water; (c) 6 mL of the Crescentia cujete fruit syrup plus 4 mL distilled water; (b) 4 mL of the Crescentia cujete fruit syrup plus 6 mL distilled water; and (b) 2 mL of the Crescentia cujete fruit syrup plus 8 mL distilled water, and scan rates were 50 mV/s.

This research began with the manufacture of of the Crescentia cujete syrup products, with the label "Original Maja", which were produced in four ways (A, B, C and D), which were then compared through product characterization tests. Characterization of the stainless steel electrodes refers to previous research, using SEM-EDX and XRD. In detail, each research stage is explained as follows.

a. Processing the Crescentia cujete fruit into "Natural Maja" syrup

The processing of the Crescentia cujete fruit into a syrup product with medicinal properties involves four methods, one of which is as follows.
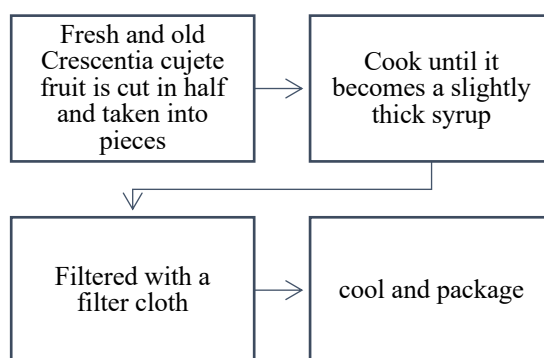
Figure 5. Making of "Natural Maja" syrup product

b. Stainless Steel characterization

Characterization of the stainless steel by means:

1) Using SEM-EDX to study the electrode surface morphology and determine the semiquantitative composition.

2) Using XRD to determine the phase of the material used.

c. Voltammetry test

The voltammetry test was carried out using a stainless steel working electrode with a scan rate of 50, 80 and 100 mV/second, carried out at the Chemistry Laboratory of FMIPA UNY.

3. Result and Discussion

a. "Natural Maja" syrup product

The Crescentia cujete fruit is a fruit with many seeds with a black color, white flesh, after being processed into syrup, the fruit has a blackish brown color, with a slightly bitter taste. The syrup products using processes A and B taste relatively better (there is a slightly sour taste) compared to methods C and D and have a distinctive aroma (fresh, slightly fragrant and slightly pungent). The product sold (E) also has a blackish brown color, only has a sweet taste (maybe a mixture of sugar). The four ways of making maja syrup include A (three days fermentation, cooked and filtered), B (three days fermentation, filtered and cooked), C (no fermentation, cooked and filtered) and D (no fermentation, filtered and cooked), with yield as in Table 1. Process A is more profitable than the other processes in terms of yield (50%) and relatively better taste (same as process B), even though after fermentation there is a weight reduction of 0.2 kg because it turns into gas and evaporate.
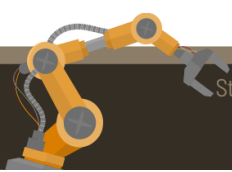
- Table 1. Yield of the Crescentia cujete syrup product

Product	Weight of the Crescentia cujete fruit with skin (kg)	Weight of the Crescentia cujete fruit without skin (kg)	Weight of the syrup (kg)	Yield (%)
A	1.2	1.0	0.50	50.00
B	1.3	1.1	0.45	40.91
C	2.0	1.6	0.65	40.63
D	2.0	1.4	0.60	42.86

A   B   C   D   E
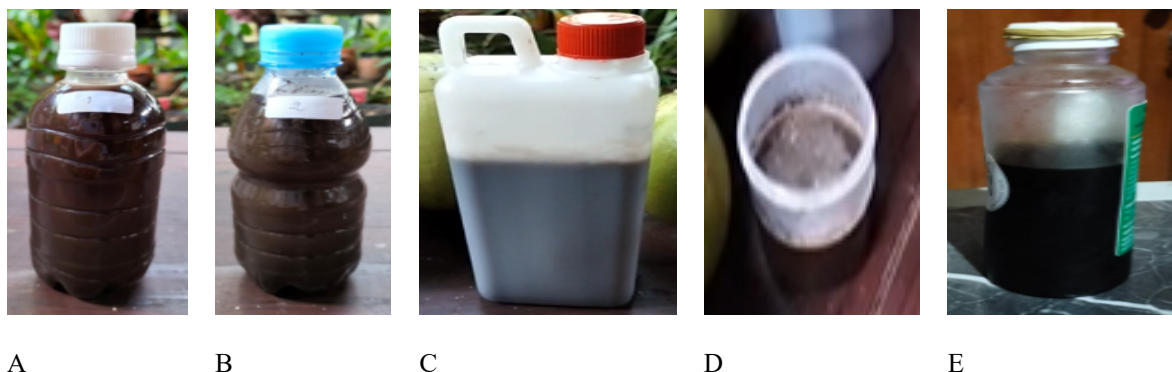
Figure 6. "Natural Maja" syrup product

Figure 7. "Natural Maja" syrup product which has been packaged with a label

b. Cyclic voltammogram of "Natural Maja" syrup product

The syrup product with processing technique A (fermentation-cook-filter) apparently has a peak current (cathodic and anodic) that is relatively higher than other processing techniques (B, C and D) and the product sold (E), has a different voltammogram pattern. the same as processed products B, C, D and product sold (E) (Figure 8). The product sold has relatively low cathodic and anodic current peaks, this shows that the product has been mixed with other ingredients besides the fruit extract, possibly sugar (in terms of taste there is a sweet taste) and others.

(a)

(b)

(c)

(d)

(e)

(f)
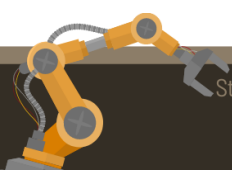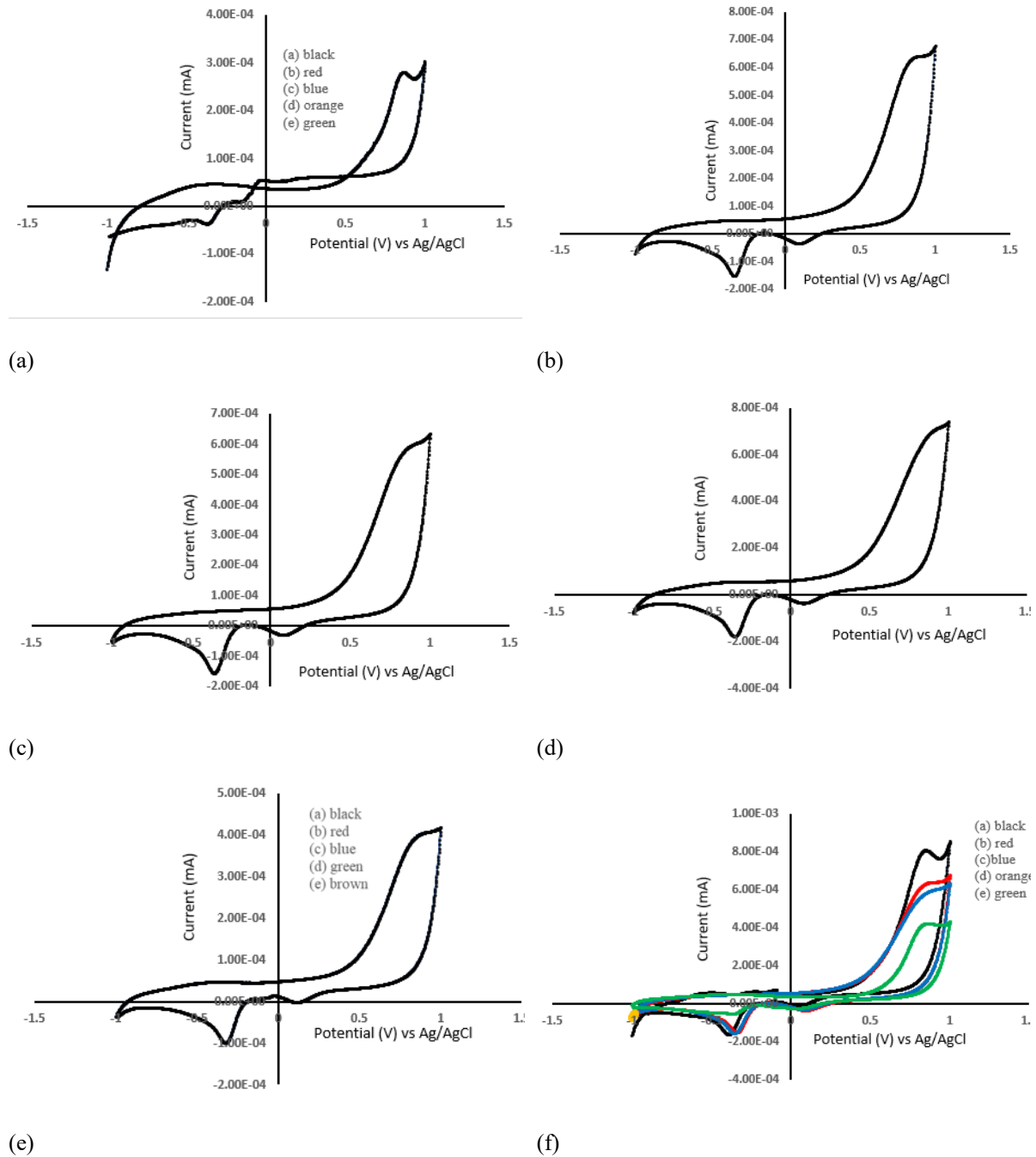
Figure 8. Voltammogram of "Natural Maja" syrup product: (a) A product, (b) B product, (c)

C product, (d) D product, (e) E product) dan overlay of product (A-E)

Dilution of the syrup product gives a voltammogram with the same pattern, only the peak current is different. This shows that during dilution no reaction occurs, only the concentration of components in the product decreases (Figure 9). Dilution variations such as Table 2.

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Table 2. Variation of dilution of "Natural Maja" syrup product

Dilution	Volume of the "Natural Maja" syrup product (mL)	Volume of aquabides (mL)
a	10	0
b	8	2
c	6	4
d	4	6
e	2	8

(a)

(b)

(c)

(d)

(e)
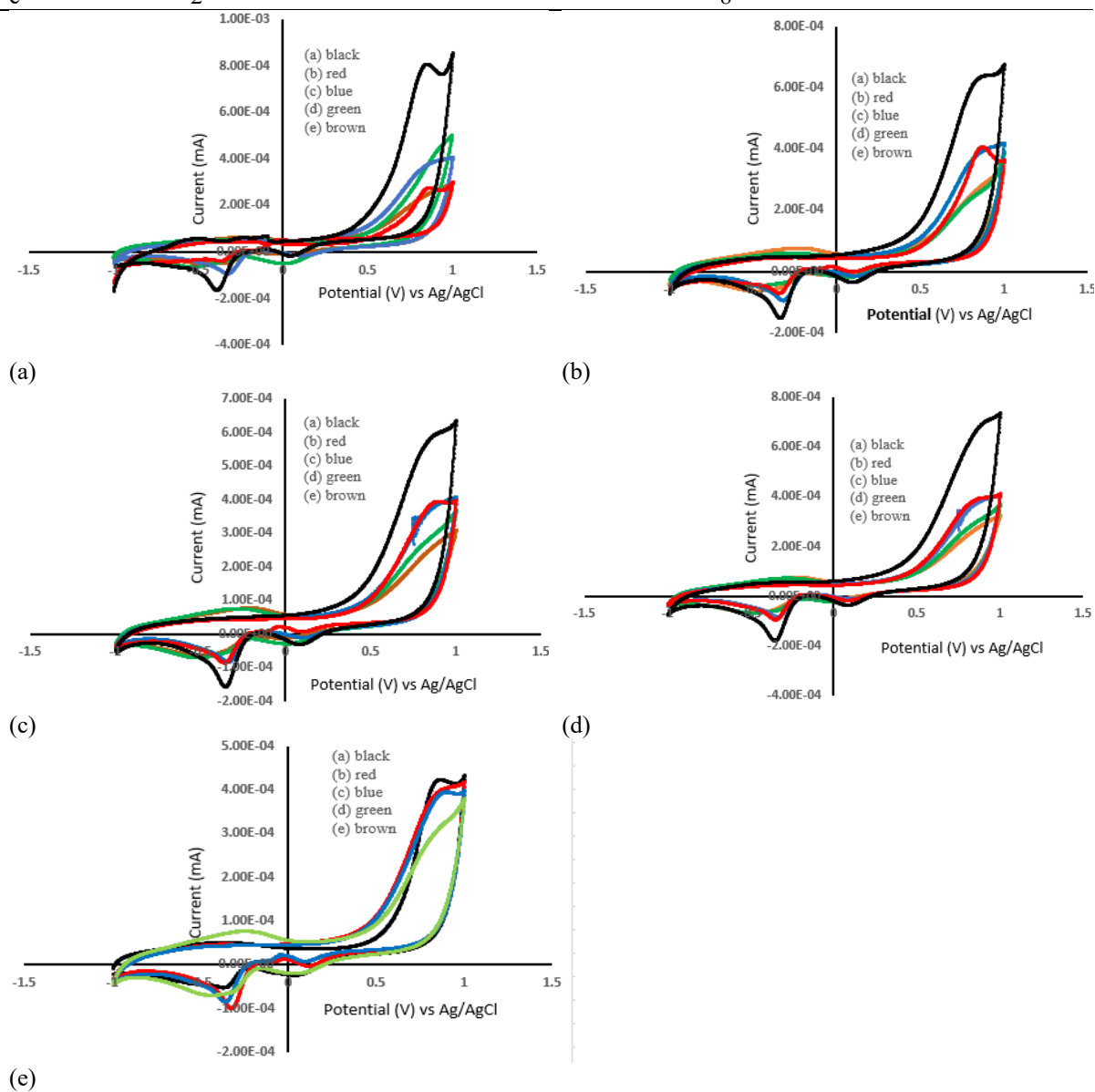
Figure 9. Cyclic voltammogram of "Natural Maja" syrup product which is diluted

4. Conclusion

The syrup products with medicinal properties have been made and labeled "Natural Maja" which allows it to be marketed and allows increasing income generating institutions. The "Natural Maja" syrup product has a distinctive cyclic voltammogram.
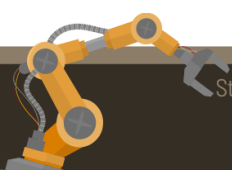
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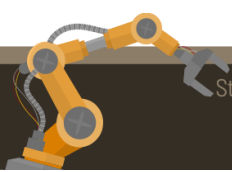
THE EFFECTIVENESS OF EXPERIENTIAL LEARNING IN BUILDING ENDURANCE SKILLS

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Abstract

The aim to be achieved in this research is to determine the effectiveness of experiential learning in building Endurance skills in students of the FIPP UNY Out-of-School Education study program. Endurance skill is the ability to resist fatigue and quickly recover from fatigue during learning activities. To build students' Endurance skills as a provision for the world of work, Experiential Learning is held. The research approach used is program evaluation research. The evaluation approach uses the CIPP (Context, Input, Process, Product) model evaluation approach developed by Stufflebeam, with descriptive quantitative and qualitative methods. Data collection methods that will be used include: documentation, interviews, observation and surveys. The analytical method used is descriptive with data triangulation techniques. Data triangulation from this research uses source triangulation techniques, namely by comparing interview results with observation results, interview results with existing documents. Students' endurance skills are in the very high category after students take the department's practical courses (experiential learning). This indicates that the department's practical courses are effective in increasing students' endurance skills, where these abilities are very useful for students both in carrying out lectures and when they enter the world of work.

Keywords: Endurance skills, Experiential Learning, students

1. Introduction

Education is a conscious effort to prepare students through guidance, teaching and/or training activities by an educator for students in terms of physical and spiritual development towards the formation of a major personality in the future. In developing this personality, it is necessary to have learning and training activities that are designed systematically with clear learning outcomes. The Out-of-School Education Study Program, Faculty of Education, Yogyakarta State University, in preparing graduates has designed a curriculum so that graduates have competence as educators and managers of educational programs. non-formal both as ASN and in independent institutions. In an effort to prepare graduates who are ready and have experience, it has been designed in the curriculum that each student must complete 146 credits, using a 5-2-1 pattern, meaning that students take 5 semesters of courses in the study program, 2 semesters in the field and 1 semester of assignments. Finally, it is hoped that with this curriculum pattern students will have the abilities expected by job search institutions in the future, namely graduates who have the ability or endurance skills.

Endurance skill is the ability to resist fatigue and quickly recover from fatigue. Someone who has good endurance will be able to carry out activities continuously for longer periods. Improving the body's endurance properly can also delay the onset of fatigue, or in other words, body endurance is the ability of living creatures to mobilize themselves to remain active for long periods of time. Endurance is also related to the body's resilience, namely the ability to fight, survive, or recover from fatigue. In other words, endurance is a person's ability to move with his whole body at a moderate to fast tempo and frequency, for a relatively long time, and without experiencing severe fatigue or pain.

In learning, Endurance skill is the ability to resist fatigue and quickly recover from fatigue during learning activities. Someone who has good endurance will be able to carry out activities continuously for longer periods. Endurance is also related to the body's resilience, namely the ability to fight, survive, or recover from fatigue. In other words, endurance or endurance in learning is a person's ability to carry out activities and actively participate in learning at a moderate to fast tempo and frequency, for a relatively long time, and without experiencing severe fatigue or pain. To build Endurance skills for students in the Out-of-School Education study program, Faculty of Education and Psychology, Yogyakarta State University as preparation for the world of work, Experiential Learning is held.

The Experiential Learning learning model is a learning model based on experience which in its learning stages uses Kolb's theory [8]. This theory is very popular and often cited in educational theory. According to Majid [9], Experiential Learning is a teaching and learning process model that activates students to build knowledge and skills through direct experience. The Experiential Learning learning model provides the opportunity to experience success by giving students the freedom to decide which experiences to focus on, the
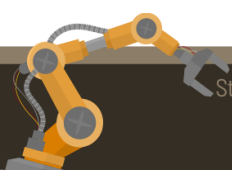
skills they want to develop, and how to create concepts from the experiences students experience. Based on this description, it can be concluded that the Experiential Learning learning model is learning that emphasizes a learning process that involves students' direct experience. Experience will make students act and think, so that this will give rise to new understanding.

Experiential Learning involves learning by thinking, planning, feeling, observing, reflecting and doing. This needs to be implemented into lectures. Through the four stages of the Experiential Learning learning model proposed by Kolb, it is hoped that students will have good Endurance skills to attend lectures from the beginning to the end of learning, and it is hoped that they can make Endurance skills a character that students have in the world of work. There are four stages in the Experiential Learning learning model, namely (Hariri, 2018):

a. **Concrete Experience**

At this stage, students are provided with a stimulus that encourages them to carry out an activity. This activity can start from a previous experience, whether formal or informal, or a realistic situation. The activities provided can be inside or outside the classroom and carried out individually or in groups.

b. **Reflective Observation**

At this stage students observe the experience of activities carried out using the five senses. Next, students reflect on their experiences and from the results of this reflection they draw lessons. In this case, the process of reflection will be achieved, communicating back and learning from one's own experience.

c. **Abstract Conceptualization**

At the concept formation stage, students begin to conceptualize a theory from the experience gained and integrate it with previous experience. In this phase, it can be determined whether a new understanding or learning process occurs in students or not. If a learning process occurs, then: a) students are able to express general rules to describe the experience; b) students use existing theories to draw conclusions about the experience gained; c) students are able to apply abstracted theories to explain these experiences.

d. **Active Experimentation**

At this stage, students try to plan how to test the efficacy of the theory to explain new experiences that will be obtained next. Students carry out experiments or carry out what has been concluded at the abstract conceptualization stage. At this stage, a meaningful process will occur because the experience gained by students previously can be applied to new experiences or problematic situations.

Experiential learning needs to be studied for its effectiveness in building students' endurance skills. Effectiveness generally shows the level of results achieved, in other words, effectiveness emphasizes the results achieved. Effectiveness is also referred to as the level of achievement of a certain goal, both in terms of results and in terms of effort, which is measured by quality, quantity and timeliness in accordance with certain procedures and measures.

Based on this background, the aim to be achieved in this research is to determine the effectiveness of experiential learning in building Endurance skills in students of the FIPP UNY Out-of-School Education study program.

2. Method

The research approach used is program evaluation research. This research was conducted with the aim of obtaining in-depth information about certain phenomena, in this case describing the implementation of the Out-of-School Education Department Practical learning program through experiential learning in building Endurance skills in students in the Out-of-School Education study program. The evaluation approach uses the CIPP (Context, Input, Process, Product) model evaluation approach developed by Stufflebeam, with descriptive quantitative and qualitative methods (Stufflebeam, 2003).
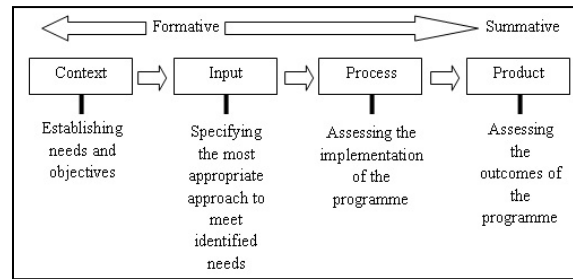
Figure 2. Research Flow Diagram

The evaluation was carried out on the out-of-school education study program, for the Departmental Practical course, which runs in the second semester of the 2022/2023 academic year, after students have finished carrying out major practical courses at several partner institutions.

Data collection methods that will be used include: documentation, interviews, observation and surveys. Documentation, to reveal the Department Practical syllabus and the results of assessments carried out by lecturers. Interviews, for the lecturer who teaches the Departmental Practical course and two student representatives to reveal the perceptions of the lecturer and students regarding the Departmental Practical course, using an interview guide instrument and stakeholders of the institution where the student carries out the departmental practical. Observation, to reveal the activities of students and lecturers in implementing Departmental Practical lectures. Survey, to reveal student perceptions regarding the implementation of lectures, lecture materials, and forms of assessment, using questionnaire instruments. The questionnaire consists of a questionnaire for students, a questionnaire for lecturers in charge of the Departmental Practice course, and a questionnaire for the institution where the student carries out the departmental practice. The following example of a questionnaire instrument for students is presented in Figure 2.

15	Walaupun lelah tapi saya tetap berusaha untuk bertahan melaksanakan program kerja sampai tuntas				
16	Tugas yang diberikan kepada saya dalam melaksanakan proker dapat saya selesaikan secara tuntas				
17	Sesulit apapun tugas yang harus saya laksanakan, saya upayakan untuk dilaksanakan sampai tuntas				
18	Saya memiliki target target waktu penyelesaian program				
19	Jika mengalami kendala dalam melaksanakan program, saya tidak malu untuk bertanya				
20	Saya memiliki persiapan yang matang dalam pelaksanaan program				
21	Saya berusaha mereviu kembali setelah selesai melaksanakan program				
22	Saya berusaha mencari berbagai referensi untuk menyelesaikan proker				
23	Saya tidak merasa terbebani dengan program yang direncanakan				

Figure 2. Example of a Student Questionnaire

The analytical method used is descriptive with data triangulation techniques, namely. comparing and counter-checking the degree of trustworthiness of information obtained through different times and tools in qualitative methods (Moleong, 1990: 178). Data triangulation from this research uses source triangulation techniques, namely by comparing interview results with observation results, interview results with existing documents.

3. Results

a. Needs Analysis

At this stage, interviews were conducted with several lecturers in charge of the department's practical courses to obtain an overview of the implementation of the department's practical lectures. Apart from that, to obtain an overview regarding the endurance skills of students taking these courses, in addition to interviews, information searches and literature reviews were also carried out regarding the courses involved and related to endurance skills.

b. Preparation of Research Instruments

The research instrument consists of 3 questionnaire instruments, namely: Instruments for Students Participating in Concentration Practical Lectures, Instruments for Management of Institutions/Institutions where Departments Practice, and Instruments for Course Teachers. Arrangement of instruments based on a grid related to student endurance skills. Next, the grid is described in the form of statements outlined in a questionnaire with four answer choices, namely: SS (Very Appropriate), S (Suitable), TS (Not Appropriate), STS (Very Unsuitable). The questionnaire instrument that has been prepared is then made in the form of an online questionnaire to make it easier for respondents to fill in the data.

c. Instrument Validity Testing

The questionnaire instrument that has been prepared is then tested for validity to determine the validity of the instrument before being used in data collection. Validity test through expert judgment from several lecturers in the Out-of-School Education Department, Faculty of Education and Psychology, Yogyakarta State University. The results of the validity test show that the questionnaire instrument is valid and ready to be used with several notes for improvement.

d. Research Data Collection

Data collection was carried out by distributing online questionnaires targeting students in the Department of Extramural Education who had completed practical courses in the Department, lecturers who taught practical courses in the department, and institutions where students carried out practical courses in the department. The results of data collection showed that the student questionnaire was filled in by 69 respondents, the lecturer questionnaire was filled in by 3 respondents, and the questionnaire for the institution where the department was practicing was 12 respondents.

To determine the effectiveness of the Experiential Learning learning model on endurance skills, an analysis of the data collection results was carried out by calculating the classical percentage. The results obtained are outlined in the following table.

Table 1. Results of data analysis

No	Instrument Type	Respondents	Percentage (%)	Criteria
1	Students	69	83,54%	Very high
2	Lecturer	3	87,68%	Very high
3	Institution	12	81,76%	Very high

4. Discussion

Based on this table, we get an idea that students' endurance skills are in the very high category after students take part in practical major courses (experiential learning). This indicates that the department's practical courses are effective in increasing students' endurance skills, where these abilities are very useful for students both in carrying out lectures and when they enter the world of work.

a. Obstacles in Carrying Out Research

A program, especially research, is certainly not free from obstacles in its implementation. The obstacles encountered were in preparing research instruments, where examples of questionnaire instruments related to student endurance skills, especially for students, were very minimal, so more effort was needed in preparing the instruments. Apart from that, the obstacles experienced were also related to data collection, where several institutions where the department's practice locations were less cooperative.

b. Efforts to Overcome Obstacles

Several efforts were made to overcome the obstacles faced during the research, including conducting theoretical studies related to endurance skills which were then linked to the department's practical courses as a basis for preparing research grids and instruments. Regarding several partner institutions that are less cooperative, efforts to overcome obstacles are by approaching and contacting the institutions through the students involved.

5. Conclusions

Students' endurance skills are in the very high category after students take the department's practical courses (experiential learning). This indicates that the department's practical courses are effective in increasing students'

endurance skills, where these abilities are very useful for students both in carrying out lectures and when they enter the world of work.

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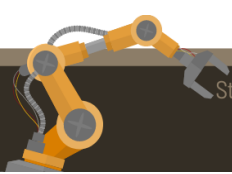
THE DEVELOPMENT OF NATURAL HYDROGEL OPTICAL FIBERS FOR CONTINUOUS GLUCOSE MONITORING

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Abstract

Continuous glucose monitoring is crucial to enable tight control of blood glucose concentrations in diabetes patients and intensive care cases. One of the methods employed for glucose detection is using fiber optics. This research aims to measure glucose levels with varying concentrations using fiber optics. Glucose solutions were varied into 6 different concentrations, including 5%, 10%, 15%, 20%, 25%, and 30%. The study's results indicate that as the concentration of the solution increases, the output intensity decreases. Higher sugar concentrations result in greater absorption of incident light, leading to a decrease in light intensity. Changes in the refractive index will alter the effective refractive index and reduce the output intensity. The study can serve as a valuable reference for future research endeavors aimed at further developing natural hydrogel optical fibers.

Keywords: Glucose Concentration, Optical Fiber, Hydrogel, Natural

1. Introduction

Currently, measuring glucose levels, whether in humans, animals, or plants, is a highly important activity aimed at improving a healthier lifestyle [1]. Glucose is a type of simple carbohydrate or monosaccharide compound. Glucose serves as an energy source for brain cells, nerve cells, and red blood cells. Human blood contains glucose at a constant concentration, which is typically 70-100 mg/dL [2]. In cases of low blood sugar, referred to as hypoglycemia, the body may lack an energy source, potentially leading to fatal consequences. Conversely, high blood sugar, known as hyperglycemia, can lead to diabetes [3]

Diabetes is a rapidly growing disease, making it a significant global health issue. Regular monitoring of blood glucose concentrations is crucial to prevent serious diabetes complications [4]. The normal range of blood glucose concentration in people is between 80 and 120 mg/dL (4.4 to 6.6 mM) [5]. Anyone with a fasting level above 126 mg/dL or 200 mg/dL two hours after a meal is considered hyperglycemic, while those with levels below 54 mg/dL are considered hypoglycemic.

The most commonly used conventional sensor for glucose control is the glucometer [6]. Commercial glucose monitoring systems require a lancet to puncture the skin and collect a blood sample, which is then applied to a test strip for analysis [7]. However, fingerstick tests may be less accurate compared to venous blood samples; for instance, postprandial glucose concentrations in capillary blood can be 35% higher than in venous blood [8]. Therefore, noninvasive or minimally invasive systems would eliminate the discomfort and pain associated with blood glucose monitoring. To address these clinical needs, implantable electrochemical glucose sensors have been developed for short-term continuous glucose monitoring. However, these sensors have several limitations: (i) instability in vivo due to enzymatic reactions causing signal drift, (ii) oxygen-dependent activity, (iii) inaccuracy in low glucose concentrations, and (iv) unsuitability for long-term continuous glucose monitoring [9].

One method used for glucose detection is through fiber optics. Fiber optics are waveguide devices made of dielectric media that generally function as a medium for transmitting light waves in cylindrical form. Fiber optics can be employed as sensors for measuring solution concentrations, breath sensors in the medical field [10], and for blood glucose measurement [4], [11]. Presently, minimally invasive glucose measurement with contact lenses has been introduced to assess glucose concentration in tears. However, the glucose concentration in tears may not accurately correlate with blood glucose levels [12]. Fiber optic probes as minimally invasive sensors have been developed for in vivo glucose monitoring to provide continuous quantitative analysis [13]. Surface plasmon resonance probes have emerged as the most promising for use. Nevertheless, they still undergo complex fabrication processes and convoluted reading procedures [14]. Additionally, interferometric fiber probes have been developed for in vivo glucose sensing. Reading these probes is intricate, and the output signals are processed to detect volumetric responses inherent at the fiber tip. Moreover, silica fiber probes are not biologically compatible for in vivo implementation as they elicit immune responses leading to inflammation and patient discomfort.

Hydrogel fibers have been introduced as a promising technology for in vivo glucose sensing due to their biocompatibility and their ability to incorporate functional groups [15]. Functionalizing hydrogel fibers with glucose recognition motifs, such as phenylboronic acid (PBA) derivatives, modulates the optical properties of the fibers through glucose-boron complexation. For example, hydrogel-based fiber probes with fluorescence have been reported for quantitative glucose measurements, where the glucose recognition motif, diboronate acid, and fluorescent dye (anthracene acid) are incorporated [9]. On the other hand, glucose monitoring using fiber optics is often hampered by a lack of sensitivity due to variations in optical measurements. Isolating changes caused by glucose alone and using them to predict glucose concentrations presents its own challenges. Solution concentration is the ratio of the solute to the solvent. The mass of the solute affects the density of the solution, whereby a greater mass of solute results in a higher density, assuming a constant volume. This study aims to measure glucose levels with different concentrations using fiber optics.

2. Method

This research is an experimental activity conducted in the Physics laboratory at Universitas Negeri Yogyakarta. The equipment used in this research includes a power supply, intensity meter, magnetic stirrer, beaker, hot plate, and a scale. Meanwhile, the materials used are glucose and distilled water. The OMRON S8FS-C power supply and OMRON E3X-HD11 are shown in Figure 1.

(a)   (b)
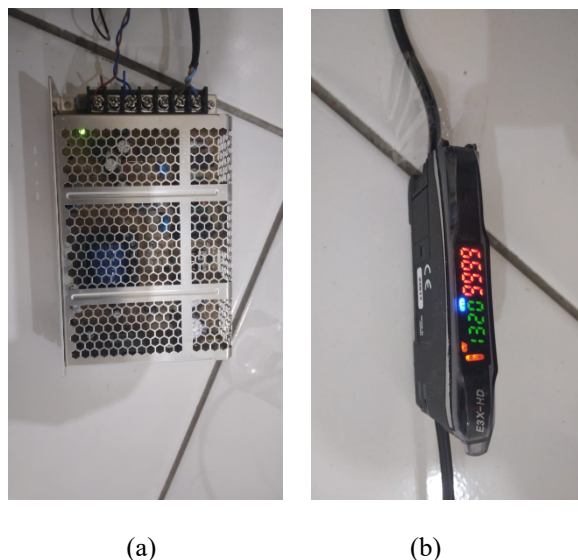
Figure 1. The experimental equipment (a) OMRON S8FS-C; (b) OMRON E3X-HD11

The steps performed in this research begin with preparing glucose solutions with various concentrations, comprising 5%, 10%, 15%, 20%, 25%, and 30%. To make a 5% glucose solution, 5 grams of glucose are required in 100 mL of distilled water (aquades). Here are the detailed steps: (1) weigh 5 grams of glucose using a scale; (2) add the weighed glucose to 30 mL of aquades; (3) stir the mixture with a magnetic stirrer at a temperature of 100°C for 15 minutes until the glucose completely dissolves, indicated by a clear solution; (4) after the glucose has dissolved in 30 mL of aquades, add an additional 70 mL of aquades and (5) the varied glucose solutions are then tested. The experimental setup used in this study is depicted in Figure 2.
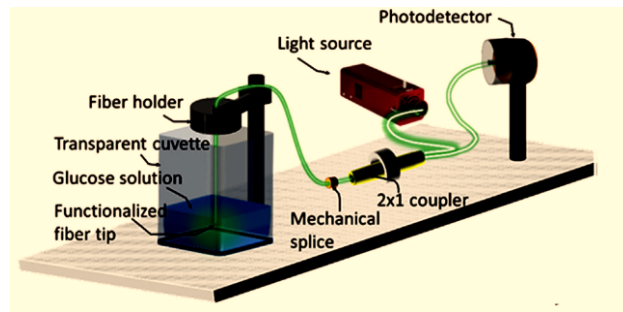
(a)
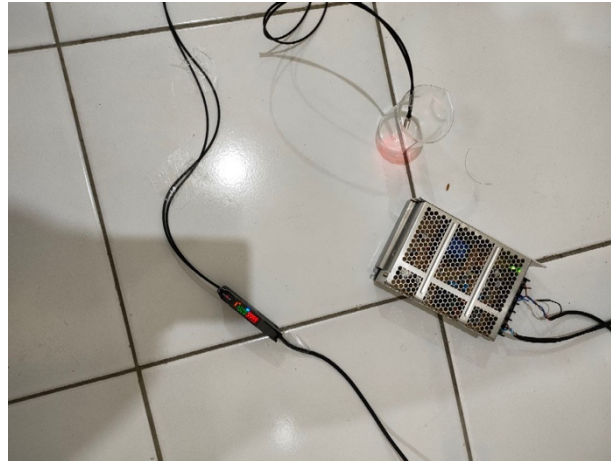
(b)

Figure 2. Set-up Experiment (a) Experimental design; (b) Experimental design of the study

This scheme of the experimental design is employed to interrogate the solutions in a reflectance configuration, which is the desired mode for glucose analysis. The research flowchart for this study is shown in Figure 3.
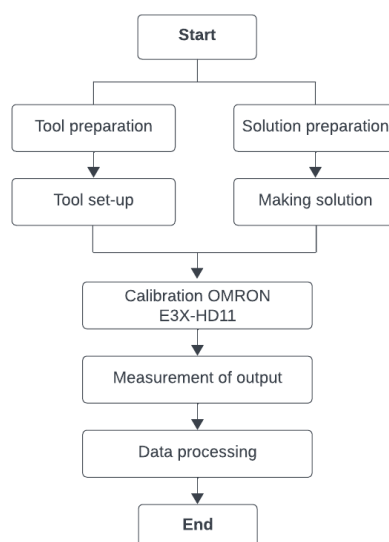
Figure 3. The research flowchart

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3. Results and Discussions

This research aims to obtain optical fibers containing hydrogel for glucose detection. Glucose serves as an energy source for brain cells, nerve cells, and red blood cells. The study commences with the characterization and identification of glucose with its varied concentrations. The results of the glucose solutions are presented in Figure 4.

Figure 4. Results of the glucose solutions

This study utilized the OMRON E3X-HD11, which is an optical fiber sensor comprising a light source and a detector. The light source in the E3X-HD11 is a red LED with a wavelength of 650 nm. The measurement results in this study are presented in Table 1. To identify the relationship between glucose concentration and intensity, a graph was created, as shown in Figure 5.

Table 1. Result of measurements of this study

No.	Glucose Concentration (%)	Intensity
1	5	2325
2	10	2235
3	15	2253
4	20	1997
5	25	1953
6	30	1837
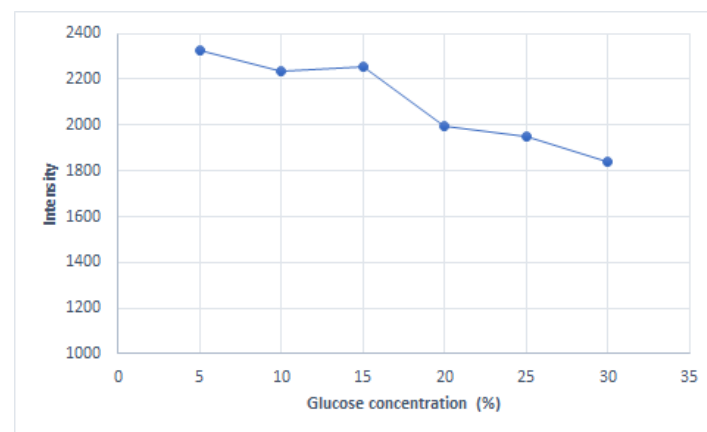
Figure 5. The relationship between intensity and glucose concentration

The results of this study demonstrate that as the concentration of the solution increases, the output intensity decreases, as seen in Figure 2. Solution concentration represents the ratio of solute to solvent, with glucose as the solute and aquades as the solvent in this experiment. As the concentration increases, the medium becomes denser, causing the speed of light in the medium to decrease and the refractive index to increase. Refractive index can be defined as the ratio of the speed of light in a vacuum to the speed of light in a given medium. The changes in output intensity are caused by variations in the refractive index of different glucose solutions.

Previous studies have found that higher glucose concentrations result in larger refractive indices [16]. Higher sugar concentrations lead to increased absorption of incident light, resulting in a decrease in light intensity. Changes in the refractive index will alter the effective refractive index and reduce the output intensity.

4. Conclusion

This study has successfully identified the relationship between intensity and glucose concentration. Glucose solutions were varied into 6 different concentrations, including 5%, 10%, 15%, 20%, 25%, and 30%. The results of this study indicate that as the concentration of the solution increases, the output intensity decreases. Higher sugar concentrations result in greater absorption of incident light, leading to a decrease in light intensity. Changes in the refractive index will alter the effective refractive index and reduce the output intensity.

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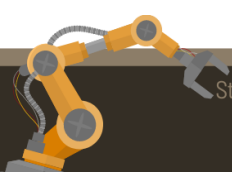
SCOPING REVIEW OF THE BATS AND THEIR ECOSYSTEM SERVICES IN INDONESIA

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Abstract

Bats have an important role in the ecosystem as seed spreaders, pollinators, insect controllers, and nutrient recyclers. However, so far there has been no comprehensive review evaluating the role of bats across biogeography in Indonesia. The purpose of this study is to study the role of bats as insect controllers, seed dispersers, and fpollinators based on the results of research over the last 2 decades in Indonesia. The keywords used in the search are: insectiv∗, frugivor∗, nectarivor∗, pollinat∗ or in combination with bat∗ or Chiroptera and role * or diversity. These keywords and combinations were chosen to cover the maximum number of published studies, which often use a variety of terms to describe the ecosystem services that bats provide. Database using SCOPUS and Google Scholar. Our review summarizes the importance of conserving bat populations and the ecological services they provide. We reviewed bat-related literature published over the past two decades, with a total of 46 relevant literatures. Of the total literature, 47.8% studied bat diversity, 13% diversity and ecology, 17% studied its role as a pest control, 13% studied its role as a pollinator, and 8.7% studied its role as a seed disperser. Our findings show that bat-related research in Indonesia has received significant attention from 2003-2023. Most of it is still limited to biodiversity research, only a small number of studies comprehensively examine the role or ecological services of bats. Comprehensive study efforts still need to be improved in the future. This study can be used as a basis for sustainable conservation efforts and aiming at achieving the goals of SDGs.

Keyword: Bat, Chiroptera, ecosystem services, pest control, pollination, seed dispersal.

1. Introduction

Bats have a major contribution in maintaining ecosystem stability through the provision of ecosystem services which include insect pest control, pollination, seed dispersal, and guano production as the main energy source in the cave ecosystem [1 2 3]. But this important role is often ignored [4 5]. So it is important to measure the ecosystem services that bats provide to humans as a conservation effort. Recent studies have shown that the role of bats as agricultural pest control is critical for food production [6]. Bats as efficient pest insect population controllers. Some of the insect pests that bats control include: Coleoptera, Diptera, Hemiptera, Odonata, Isoptera, dan Lepidoptera [7 8 9 10 11 12]. This role can lower the cost of pest control. According to [13] who provide examples in their study, the species Tadarida brasiliensis can reduce costs of up to US $ 741,000 per year in cotton production in Texas. In their study [11] said Tadarida plicata in Thailand helped reduce the loss of thousands of tons of rice in one year. The role of bats as scatterers and pollinators is very important. Bat-bats can help with forest succession. Blight is known to pollinate hundreds of species of Angiosperms, some are plants with high economic value such as durian, jackfruit, and cactus [14 15 16]. Bats are also producers of guano. Guano has two important roles, first as the main energy source in the cave ecosystem, second as a natural fertilizer [2 17]. Although bats provide important ecosystem services, some are under threat, population trends are declining, and some data is lacking. The main threats faced by bats are habitat loss and poaching [18]. Currently, the problem that is being faced is the information gap between developed countries (America and Europe) with other countries that have high bat diversity such as Indonesia. Therefore, it is urgent to prioritize the long-term preservation of bats. One attempt to affirm the importance of bats to humans is to adequately measure the impact of the ecosystem services that bats provide. The purpose of this study is to study the role of bats as insect controllers, seed dispersers, and flower pollinators based on the results of research over the last 2 decades in Indonesia.

2. Method

This study is a scoping review of the literature. We searched bat-related scientific literature published between 2000 and 2023 in the Google Scholar, Scopus, and ScienceDirect databases. The articles we are looking for are in English and Indonesian. The keywords used in the search are: insectiv*, frugivor*, nectarivor*, pollinat* or in combination with bat* or Chiroptera and role * or diversity. These keywords and combinations were chosen to cover the maximum number of published studies, which often use a variety of terms to describe the ecosystem services that bats provide. The search is limited to papers from experimental results with clearly stated research questions or hypotheses. We updated taxonomic information from literature search to Simmons and Cirranello (2020); Taxonomic and geographic database for bats (https://batnames.org/). We grouped all studies based on the type of study from the article (bat diversity, pest control, pollinator, seed dispersion, and bat ecology). Data are generally analyzed descriptively. To compare bat diversity research and research related to its role, we used one way anova analysis ($p = 0.05$). Analisis statistic using software PAST (PAleontological STatistics) ver 4.13 [19].

3. Result and Discussion

In total, we retrieved 54 articles from 2003 to 2023. The most types of publications are journal articles (43), followed by prosceesiding or preprint, then dissertation or thesis, and at least books. The types of publications in this study are shown in Table 1.

Table 1. The types of publications in this study

Types of Publication	N	Sample of publication
Journal	43	[10 20 21 22 23]
Proceeding or preprint	7	[24 25]
Dissertation or thesis	2	[10]
Book	2	[2]
Total Number of article	54	

The total species of bats studied from these references are 46 species, belonging to 9 families and 20 genera. Most of them are insectivore bats or about 58.7%, while more are frugivores or nectar eaters. Details of such species are presented in Table 2.

Table 2. Bat species studied in this research

Family	Genera	Species
Hippodideridae	Hipposideros	H. Diadema
		H. cervinus
		H. larvatus
		H. boeadii
		H. ater
Rhilophidae	Rhinolophus	R.affinis
		R. pusillus
		R. triofilatus
		R. sedulous
		R. euryotis
		R. simplex
		R. canuti
Minniopteridae	Miniopterus	M. fuliginosus
		M. magnetar
		M. pusillus
		M. australis
Mollosidae	Tadarida	T. plicatus
Nycterida	Nycteris	N. javanica
		N. tragata
Vespertilionidae	Myotis	M. muricola
		M. adversus
		M. ridleyi
	Kerivoula	K. krauensis

Family	Genera	Species
		K. lenis
	Murina	M. rozendali
Megadermatidae	Megaderma	M. spasma
Emballouridae	Emballonura	E. Alecto
Pteropodidae	Pterophus	P. vampirus
		P. Alecto
	Cynopterus	C. brachyotis
		C. spinx
		C. minutus
		C. horsfieldi
		C. taethachilus
		C. nusatenggara
	Rousettus	R. leschenaultia
		R. amplexicaudatus
	Macroglossus	M. sobrinus
		M. minimus
	Eonycteris	E. spelaea
	Sacolaimus	S. sacolaimus
	Dyacopterus	D. spadiceus
	Tylonycteris	T. pachypus
	Penthetor	P. lucasi
	Chironax	C. melanocephalus
	Acerodon	A. celebensis

Publications related to bats from 2003-2023 generally experienced an increasing trend, although they decreased slightly after 2014. But increased again after 2018. The trend of publications related to bats in Indonesia between 2003-2023 is presented in Figure 1.
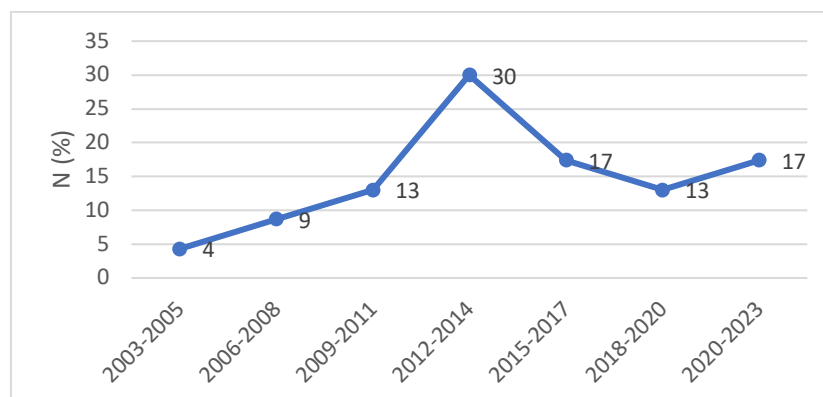
Figure 1. The trend on the number of publications from 2003-2023 on bat research in Indonesia based on Scopus and Google Scholar database

Most of these studies are limited to the study of bat diversity, and only a small number discuss their role and ecology. In detail, 47.8% studied bat diversity, 13% diversity and ecology, 17% studied its role as a pest control, 13% studied its role as a pollinator, and 8.7% studied its role as a seed disperser (Figure 2). So studies in Indonesia are mostly still studying diversity and ecology only (60.8%). Studies studying the role of bats in general are only 39.2%. In addition, when compared between studies that are limited to studying diversity with studies of each role, statistically significantly different ($p>0.05$). In detail the significance value of each study is presented in Table 3.
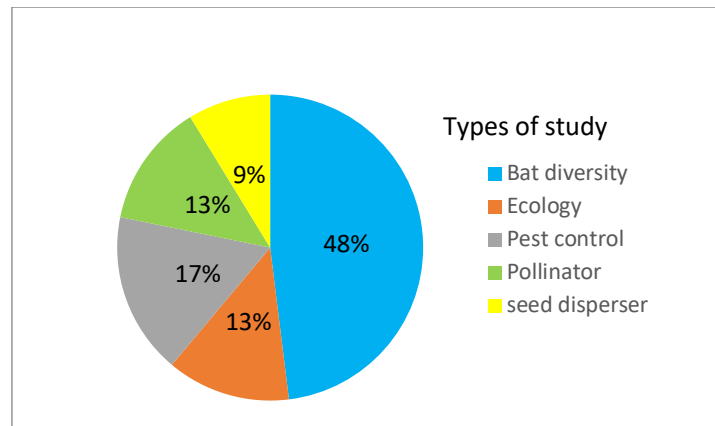
Figure 2. Details of bat study types in Indonesia

Table 3. The significance value of each study

	Div & Ecol	Pest control	Pollinator	Seed disperser
Div & Ecol		0.027*	0.044*	0.002*
Pest control			0.682	0.422
Pollinator				0.316
Seed diperser				

The asterisk symbol shows a significant difference

Based on these studies, actually in Indonesia more need comprehensive studies about bats and their ecological services that are beneficial to humans. This is considering the number of bat species in Indonesia (239 species) or almost 20% of the bats in the world and is one of the groups with the largest number of species in Indonesia [26 27]. In addition, their habitat tends to be threatened, mainly by land use change and hunting [18]. This comprehensive study is urgent considering the role of bats and competing with the rate of habitat decline/destruction. Insectivorous bats are the main insect controllers in agricultural systems [28 29 30]. Bat pollination is key for food production and forest ecology [31]. Besides that, bats are essential for reforestation because they disperse the seeds of many plant species far from the parent tree, thereby increasing the likelihood that the seeds colonize new patches of forest [32].

Gap and Challenge for Future Studies of the Bats and their ecosystem Services in Indonesia

Our literature research on bats and their role as ecological service providers shows that research related to this field in Indonesia has received great attention from 2003-2023. This trend may have been influenced by the status of Global Geoparks and political commitments around biodiversity conservation in the last 2 decades in Indonesia. From these findings, it can be concluded that most studies have placed limited emphasis on bat diversity and can be extended to the role of bats as providers of ecological services. Studies also need to be extended to areas that have not been studied so far. This can later be used as a basis for determining conservation strategies at landscape and sustainable scales [33].

4. Conclusion

Our findings show that bat-related research in Indonesia has received significant attention from 2003-2023. However, most of it is still limited to biodiversity research, only a small number of studies comprehensively examine the role or ecological services of bats. Comprehensive study efforts still need to be improved in the future. This study can be used as a basis for sustainable conservation efforts and aiming at achieving the goals of SDGs.

Acknowlegements

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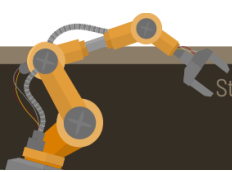
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APPLICATION OF PROBLEM-BASED LEARNING WITH COLLABORATIVE SKILLS IN VEHICLE ENGINE MAINTENANCE SUBJECTS FOR GRADE XI AUTOMOTIVE ENGINEERING

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Abstract

In general, the purpose of this study is to improve the competence and knowledge of SMK students in accordance with learning outcomes. In particular, this study focuses on: 1) Applying a Project-Based Learning (PjBL) with Collaborative Skills, 2) Knowing the improvement of learning activities and competencies of SMK class XI Automotive Engineering students in vehicle engine maintenance subjects. This research was conducted using the Classroom Action Research (PTK) method in grades XI Automotive Engineering with totaling subjects 31 students. Data collection is carried out using observation, documentation, and evaluation of student learning outcomes. Data analysis in a quantitative descriptive. The results showed that there was an increase in student learning outcomes although not too significant, thus the PjBL with Collaborative Skills could be applied to vocational learning in SMK.

Keywords: PjBL, collaborative skills, competent, SMK, PTK

1. Introduction

Vocational High School (SMK) is a secondary school with the aim of producing students to have special competencies in accordance with the expertise program they choose. One of the functions of SMK is as a producer of labor for the driving force of the regional economy (Wagiran). To achieve this goal, the implementation of SMK level learning requires a good learning model.

A learning model is a pattern or plan that can be used to determine all learning support needs such as curriculum, materials, and learning targets or outcomes (Widarto, 2022: 68). Learning models can also be used as guidelines for the learning process so that the learning process becomes more directed and planned. Learning models are implemented according to needs, one of which is vocational education. Vocational education is education carried out to develop the competence of students to work in certain fields (Widarto. 2022: 1). So that the field of vocational education must apply a flexible learning process with existing developments so that students have competencies that are relevant to existing needs.

One of the important learning in vocational education, especially at the vocational level, is practicum, therefore improving the quality of practicum needs to be developed. Based on surveys in the industry, vehicle maintenance and repair work requires various skills (collaborative skills) to get good results and work efficiency.

Project Bassed Learning (PjBL) is a learning model with reinforcement not only in terms of theory but also the use of existing technology to carry out a series of complex work. The use of the PjBL model is preferred by students because it makes experience in acquiring knowledge more valuable (Amini, Handayani, &; Fitria, 2019). PjBL learning is also expected to produce a product, be it a portfolio, poster, or service.

In this article, the PjBL model is applied to conventional ignition system maintenance practicum learning. PjBL with collaborative skills is a PjBL learning model that is collaborated with the ability to read measuring instruments in students, so that students are expected to be able to have good competence and knowledge in measuring instrument numeracy. The output of this learning is in the form of portfolio products in the form of practicum reports, posters, or videos.

2. Method

The method used in this article is Classroom Action Research (PTK) using observation sheets for learning activities and tests for learning evaluation. This research was assisted by cognate subject teachers as collaborators and observers. This research consists of four cycles, namely: planning, implementation, observation, and evaluation or reflection.
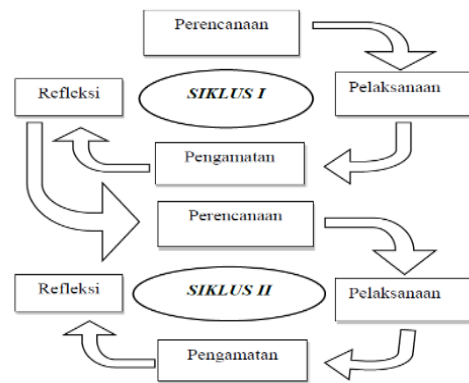
Figure 1. Research Design.

Data collection is done by observation, documentation, and tests for evaluation. The instruments used are in the form of test questions and non-tests in the form of jobsheets. Data on student learning outcomes are obtained based on test results at the end of each cycle, while learning activity data is obtained through student worksheets. The data obtained is then processed and analyzed descriptively.

Table 1. KSL

Kriteria KSL	KSL	Predikat
Mean+(1,5*Sd) ke atas	93-100	Sangat Baik
Mean+(0,5*Sd) ke atas	73-92	Baik
Mean-(0,5*Sd) ke atas	53-72	Cukup
Mean-(1,5*Sd) ke atas	33-52	Kurang
Mean-(1,5*Sd) ke bawah	0-32	Sangat Kurang

Based on the table above based on the Norm Reference Assessment (PAN), it is expected that the learning outcomes of students will be categorized as sufficient, good, or very good.

3. Results

Pre-inclusion description

Pre-cycle is done with a pretest to measure knowledge of conventional ignition systems and to find out the problems faced by students on the material.

Description of cycle 1

Cycle 1 is carried out by applying the PjBL learning model with Collaborative skills to determine student learning activities and measure the development of student competencies and knowledge. To find out the results in cycle 1, a test was carried out at the end of the session.

Description of Cycle 2

Cycle 2 is also carried out by applying the PjBL learning model with Collaborative skills based on the evaluation of cycle 1.

Table 2. Average Score.

	Pre-Cycle	Cycle 1	Cycle 2
Average	62,9	64,5	70,3
Criterion	Enough	Enough	Enough

Table 3. Number of Student Completeness.

	Pre-Cycle	Cycle 1	Cycle 2
Participant Grades ≥75	9	16	24
Participant Grades <75	22	15	7
Completeness (%)	29	52,6	77,4

4. Discussion

The results of this study were compared and concluded based on the findings of the learning process through test evaluation conducted at the end of the pre-cycle session, cycle 1, and cycle 2. Pre-cycle results show that most learners are not fully aware of conventional ignition system maintenance. This is shown from the results of the pretest and initial assessment in the form of questions and answers have an average score of 62.9 and completeness of only 29%.
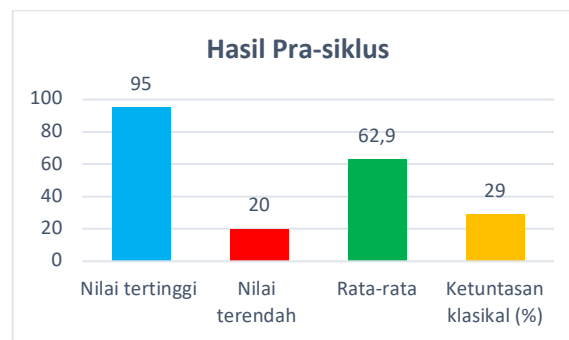
Figure 2. Results Pre-cycle.

The results show that most students still do not understand. The obstacles experienced in this case are in the form of numeracy in the reading of measuring instruments that are not precise and are still confused about the components of the conventional ignition system and their functions. So in cycle 1, it is necessary to take action in the form of deepening the material, especially in numeracy on the readings of measuring instruments and procedures in the maintenance of conventional ignition systems.
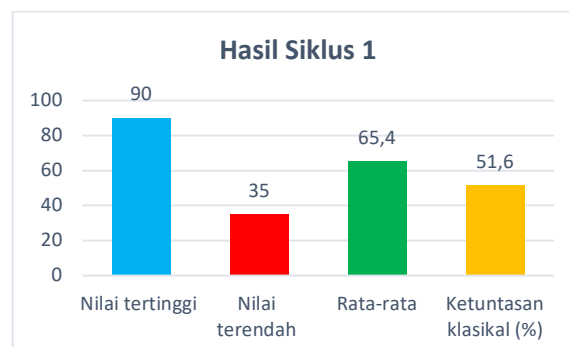
Figure 3. Results Cycle 1.

From the results of the implementation of cycle 1 learning using PjBL with Collaborative skills has not run optimally. This is shown by the value of the learning outcomes of students. From table 5 shows that there is no

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significant increase in the learning outcomes of students, but in terms of average scores and classical completeness tend to increase. This means that there has been an increase in knowledge from students on conventional ignition system maintenance. It is proven that the level of numeracy on the readings of measuring instruments has been better.

With the implementation of cycle 1, in cycle 2 it is necessary to deepen the maintenance material of conventional ignition systems and deepen the material for the use of measuring instruments in the process. This is because the use of measuring instruments is necessa ry when the maintenance process of conventional ignition systems to ensure that the components are still in good condition.
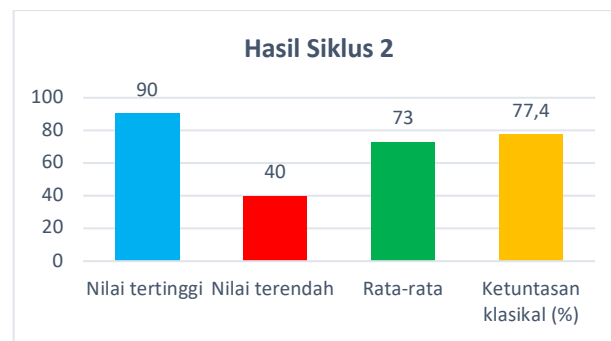
Figure 4. Results Cycle 2.

In cycle 2, the learning process is carried out according to input from cycle 1 so as to get the learning results of cycle 2 according to table 6 above. The table shows that there is an increase in the average score of learning outcomes and an increase in the number of classical completeness of students. This shows that students' knowledge has increased, which initially students had a value of ≥75 totaling 16 (51.6%) increased to 24 (77.4%).

From the results of the assessment in cycle 1 and cycle 2, it can be seen the improvement of learning outcomes from students by comparing the average score and classical completeness obtained.
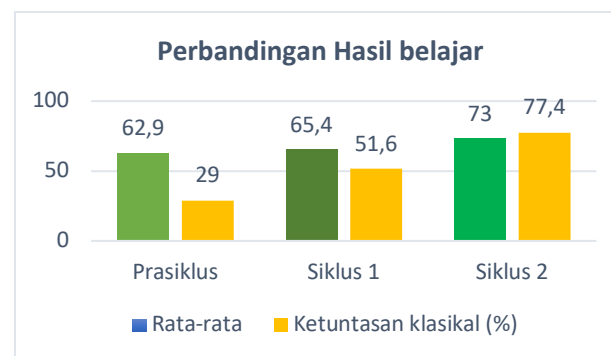
Figure 5. Comparison of learning outcomes.

From table 7 above, it can be seen that there is an increase in learning outcomes in terms of average scores and classical completeness of students although not too significant.

Acknowledgement

From the results of the implementation of PjBL with Collaborative Skills, it shows that the learning model can improve student learning outcomes, although in this study the increase in learning outcomes is not too significant. This is in line with research conducted by (Made, et al. 2022), (Firmansyah, et al. 2023), (Utami and Nisa, 2022), and (Heruttaqin, et al. 2022) which shows an increase in student learning outcomes by applying the PjBL learning model.

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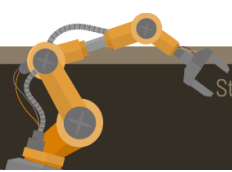
ELECTROCATALYTIC ACTIVITY OF GRAPHITE-POLYCURCUMIN MODIFIED ELECTRODE IN HEAVY METAL SENSOR

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Abstract

Occurring organic ligand curcumin (diferuloylmethane) can be electrocatalytic. Curcumin can be coated on the graphite electrode to produce a graphite-curcumin-modified electrode. Curcumin acts as a ligand and forms complex compounds with metals. The interaction between Pb^{2+} and Cd^{2+} metals with graphite-curcumin-modified electrodes is controlled by a diffusion process, while the interaction with Cu^{2+} metal ions is controlled by an adsorption process. The presence of cavities, active groups, and adsorption and diffusion processes can increase the response to these three ions. The presence of active sites and bond cavities formed after the over-oxidation process can reduce electron transfer resistance so that the electron transfer speed is faster. The presence of polycurcumin can increase the number of active sites available for metal binding. Therefore, poly curcumin can be used as a modifier in heavy metal electrochemical sensors

Keywords: curcumin, Cd^{2+}, Cu^{2+}, electropolymerization, heavy metals, modified-electrode, Pb^{2+}.

1. Introduction

Industrial development is currently very rapid. This also has an impact on environmental conditions. The biggest impact of industrial activities is heavy metal pollution. It is commonly known that there are traces of heavy metals in the environment, which has consequences for public health [1]. Due to the increasing rapidity of the Industrial Revolution and the ensuing environmental damage, sensitive pollutant detection and continual monitoring are required [2]. Consequently, it is imperative to design more sensitive sensor materials.

An interesting material to investigate for improving the sensitivity of heavy metal sensors is organic ligand molecules [3]. A perfect example of an organic ligand is curcumin (C21H20O6), a naturally occurring fluorophore that can exhibit changes in both its optical and electrochemical properties when high levels of pollution are present. Some pollutants can be effectively detected with the use of such signals [2], [4], [5].

The structure of the compound is diferuloylmethane, which bonds to the α, β-unsaturated β-diketone (heptane-dione) moiety through two o-methoxy phenolic groups [2]. Curcumin can improve electrochemical signals, as revealed by differential pulse voltammetry (DPV) and cyclic voltammetry (CV) [4]. A key component of curcumin's redox behavior is the methylene radical located at the center of its 7-carbon chain. Because of its electrochemical activity, metal-organic materials have the potential to be used as electrochemical sensor materials [3].

The electrochemical sensor materials usually are used in modified electrodes such as glassy carbon [6], graphene [7], and graphite [5]. Electrode modification can be carried out by electropolymerization. This polymer can increase the quantity of active sites available for metal binding [4]. This paper describes the effect of polycurcumin on the electrocatalytic activity in heavy metals sensors such as Pb2+, Cd2+, and Cu2+.

2. Method

To make the graphite electrode, 30% silicone oil and 70% graphite powder were manually homogenized in a mortar and mashed for approximately half an hour, or until the mixture was evenly moist. The paste was pressed into a 3 mm internal diameter Teflon tube cavity after being smoothed out on tissue paper. The electrical contact on the tube was made by a copper wire that was fastened to the end. After deaerating with nitrogen for five minutes, 50 µM of curcumin and 0.1 M of BPS were electropolymerized at pH 7.0. Curcumin on the graphite electrode was electropolymerized using cyclic voltammetry on the potential of -1.0 to 1.0 V and a scan rate of 0.05 V s-1 for 24 cycles. Electropolymerization is carried out using A Quadstat electrochemical workstation (eDaq Pty.Ltd., Australia) for electrotrochemical experiments, and Echem v2.1.0 software was used to operate it. Silver/silver chloride (Ag/AgCl) was employed as the reference electrode, a platinum wire was used as the counter electrode, and a graphite electrode was performed as the working electrode in a single-compartment

electrochemical cell. All of the analytes' redox potentials were measured against Ag/AgCl at a temperature of 25 °C. Using cyclic scanning from -0.5 to 0.5 V at various scan rates in the redox pair of $[Fe(CN)_6]^{3-}/[Fe(CN)_6]^{4-}$ in 1.0 M KCl, the modified electrode was electrochemically assessed after modification.

3. Results

The Electrochemical behavior after cucrcumin electropolymerization.

Electropolymerization of curcumin was done on the graphite electrode surface. Figure 1(A) shows the voltammogram cyclic of curcumin electropolymerization process in a scan rate of 0.050 V s-1 and 24 scan cycles. In the first cycle, there are two cathodic peaks at -0.218 and -0.084 V respectively, that are readily assigned to the quinone/hydroquinone redox couple involving a two-electron coupled two-proton transfer process [8].

After electropolymerization process, The electrochemical properties of the graphite polycurcumin modified electrode have been characterized by applying the redox couple of 1.0 mM $[Fe(CN)_6 3-]/[Fe(CN)_6 4-]$ in 1.0 M
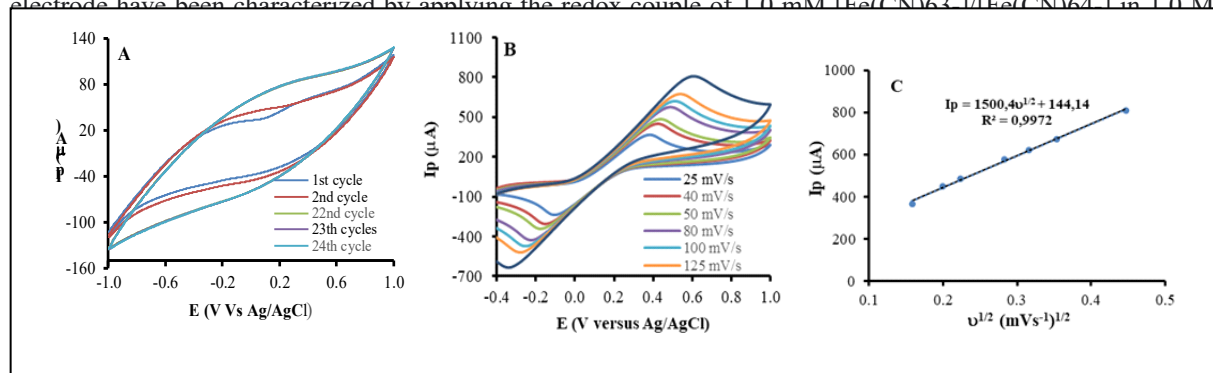
Figure 1. Voltammogram cyclic of (A) the curcumin electropolymrization process, (B) Grphite-Polycurcumin modified electrode in different scan rate (0.025 to 0.125 V s⁻¹), and (C) linear dependence of Ip on square root of the scan rates

Electrocatalytic activity graphite-curcumin modified electrode to respon of Pb2+, Cd2+, and Cu2+

After electropolymerization is carried out, electrochemical characterization is carried out. Characterization includes the type of interaction between metal ions and the modified electrode. The effect of scan rate can be used to characterize these interaction. The experiment's scan rate determines the rate at which the applied potential is scanned. Higher currents are seen when scan rates are faster because this reduces the size of the diffusion layer. The Randles-Sevcik equation applies to electrochemically reversible electron transfer processes involving freely diffusing redox species (Equation. (1)). The Randle-Sevcik Equation (1) describes the dependence of the peak current on scan rate for electrochemically reversible electron transfer processes involving freely diffusing redox species and indicates that plots of Ip versus v should be linear. Equation (2) describes the current response for species that are electrode-adsorbed [9].

$$I_p = 0.446 nFAC \left(\frac{nFvD}{RT}\right)^{1/2} \qquad (1)$$

$$I_p = \frac{n^2F^2}{4RT} \, vAI \qquad (2)$$

I_p = peak current (Ampere)

v = scan rate (V s⁻¹)

A = surface area electrode (cm²)

D = the diffusion coefficient of the oxidized analyte

(cm² s⁻¹)

C = concentration of the analyte (mol cm⁻³)

Γ = surface coverage of the absorbed species

(mol cm⁻²)

Investigation of electrochemical behaviour of graphite-curcumin modified electrode to response of Cd^{2+}, Pb^{2+}, and Cu^{2+} in acetate buffer solution (ABS) pH 5.5 were done at the varying the scan rate. The I_P was plotted versus $\upsilon^{1/2}$ and I_p versus υ. Figure 2.(A), (B), and (C) show voltammograms cyclic of Pb^{2+}, Cd^{2+}, and Cu^{2+} 100 µM in ABS pH 5.5, respectively, on the variation of scan rate. Figure 2(D) and (E) shows the effect of scan rate and square of scan rate on the response of 100 µM Pb^{2+}, Cd^{2+}, and Cu^{2+}, respectively, in 0.1 M ABS (pH 5.5) which can give information on the interaction between heavy metal ions and the graphite-curcumin modified electrode.
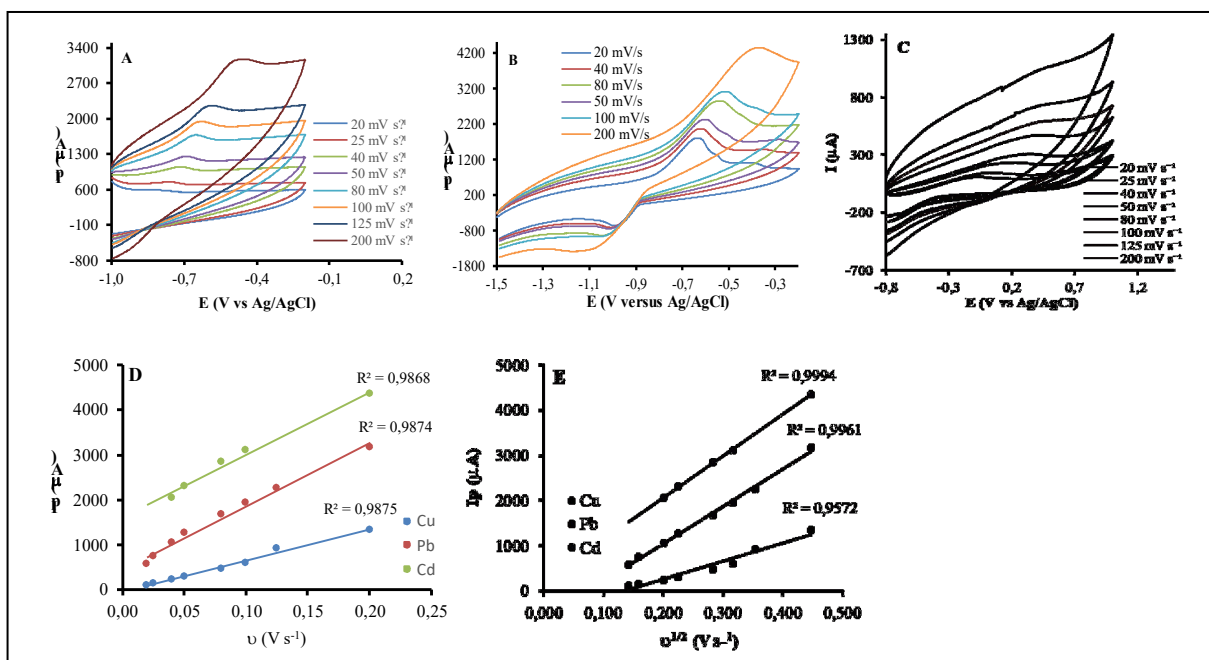
Figure 1. Voltammogram cyclic of (A) the curcumin electropolymrization process, (B) Grphite-Polycurcumin modified electrode in different scan rate (0.025 to 0.125 V s^{-1}), and (C) linear dependence of Ip on square root of the scan rates

Figure 2. Voltammogram cyclic of (A) Pb^{2+}, (B) Cd^{2+}, (C) Cu^{2+} 100 µM in ABS (pH 5.5) on the variation of scan rate, (**(D)** Curve of current signal versus scan rate, and **(E)** Curve of current signal versus square root of scan rate
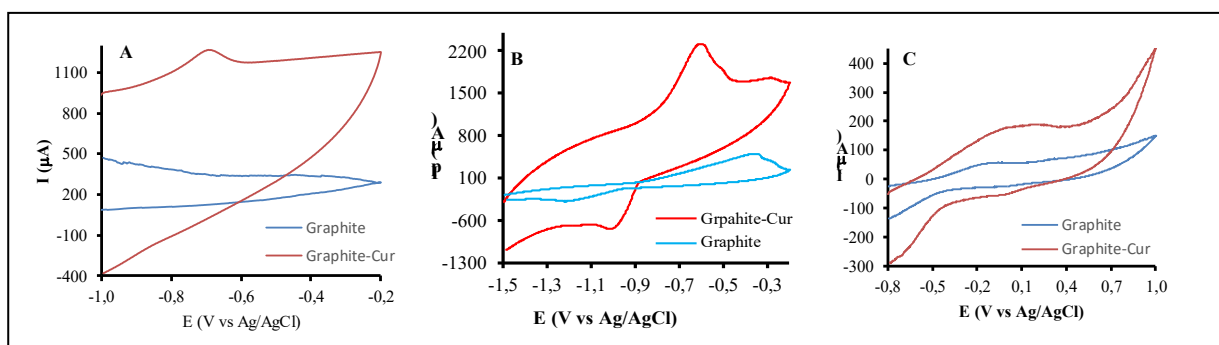
Figure 3. Voltammogram cyclic of (A) Pb^{2+}, (B) Cd^{2+}, (C) Cu^{2+} 100 µM in ABS (pH 5.5) on the graphite-curcumin modified electrode and bare graphite electrode on the scan rate of 50 mV s^{-1}

The sensitivity of the graphite-curcumin modified electrode can be seen in Figure 3. Voltammograms cyclic on the Figure 3 demonstrate that graphite-curcumin modified electrode has a stronger sensitivity to Pb^{2+}, Cd^{2+}, and Cu^{2+} than bare graphite electrode. The current respon of Pb^{2+}, Cd^{2+}, and Cu^{2+} on the bare graphite electrode are 380.24, 509.92, and 58.68 µA, respectively. On the other hand, The current respon of Pb^{2+}, Cd^{2+}, and Cu^{2+} on the graphite-curcumin modified electrode are 1258.24, 2315.84, and 189.42 µA, respectively.

4. Discussion

Polycurcumin that coats the graphite surface can improve the activity of electron transfer [4]. Figure 1(A) shows the voltammogram cyclic of the curcumin electropolymerization process in a scan rate of 0.050 V s^{-1} and 24 scan cycles. In the first cycle, two cathodic peaks at -0.218 and -0.084 V respectively are readily assigned to the quinone/hydroquinone redox couple involving a two-electron coupled two-proton transfer process [8]. The nucleophilic interaction of the 3,5 dione and o-quinone groups with the functional groups on the graphite caused the polymerization process, which resulted in the formation of bonds [4]. The second cycle only shows one cathodic peak. Upon increasing the number of cycles, the current of the cathodic is raised significantly. The increase in this peak current tends to become virtually constant after a few cycles, indicating that level saturation of polymerization has been reached [7].
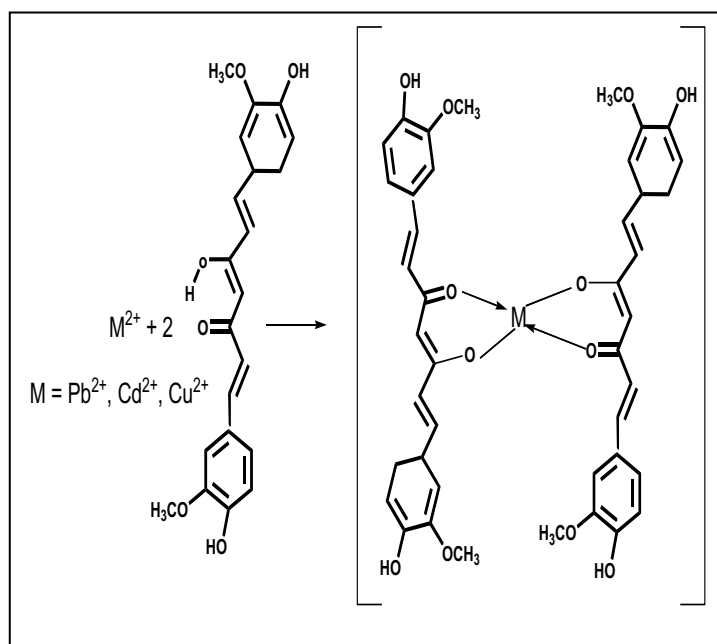
Figure 3. Interaction between the heavy metals and polycurcumin [10]

After the electropolymerization process, The electrochemical properties of the graphite polycurcumin-modified electrode have been characterized by applying the redox couple of 1.0 mM [Fe(CN)$_6^{3-}$]/[Fe(CN)$_6^{4-}$] in 1.0 M KCl. The voltammogram cyclic that shows the effect of scan rate on cathodic and anodic peak current can be seen in Figure 1(B). The anodic and cathodic peak currents increased the scan rates from 0.025 to 0.200 V s^{-1}. After electropolymerization, their structure has undergone a major change, revealing the electrocatalytic activity of the modified electrodes. The Randles-Sevcik equation can be used to estimate the total active surface area available for the reaction of species in solution [9]. The curve's slope, as seen in Figure 1(C), was 1500,4. The graphite-polycurcumin-modified electrode's total active surface area measured 2.03×10^{-3} cm^{-2}, greater than the area of the bare electrode [11]. The specific porosity of the graphite modified was responsible for these results.

The interaction between heavy metals ion (Pb^{2+}, Cd^{2+}, and Cu^{2+}) and graphite-curcumin modified electrode was investigate by The Randles-Sevcik equation (Equation (1) and (2)). According to Figure 2(D) shows that in the range of 0.02 to 0.20 V s^{-1}, the peak current was found to increase linearly with the scan rate using the regression equation $I_P = 1394.00\upsilon + 1629.60$ (μA, V s^{-1}, $R^2 = 0.9868$) for Cd^{2+}, $I_P = 1410.500\upsilon + 461.97$ (μA, V s^{-1}, $R^2 = 0.9870$) for Pb^{2+}, and $I_P = 7018.90\upsilon + 41.71$ (μA, V s^{-1}, $R^2 = 0.9875$) for Cu^{2+}. In addition, to validate the electrode process interaction, the graph of the peak current (Ip) versus the square root of the scan rate can be observed in Figure. 2(E) and the obtained was in line with the correlation equation equation of $I_P = 9211.80\upsilon^{1/2} + 231.49$ (μA, (V s^{-1})$^{1/2}$, $R^2 = 0.9994$) for Cd^{2+}, $I_P = 8244.40\upsilon^{1/2} - 597.50$ (μA, (V s^{-1})$^{1/2}$, $R^2 = 0.9961$) for Pb^{2+}, and $I_P = 4021.40\upsilon^{1/2} - 547.58$ (μA, (V s^{-1})$^{1/2}$, $R^2 = 0.9875$) for Cu^{2+}. As the coefficient of correlation obtained was more linear with I_p versus square root of the scan rate especially for Cd^{2+} and Pb^{2+}, the electrode phenomenon was indicated by diffusion control electrochemical process [9]. In contrast to the other two ions, the type of interaction between Cu and graphite shows control by the adsorption process. This is indicated by the curve correlation coefficient between scan rate vs Ip and the root of the scan rate vs Ip is more linear [9].
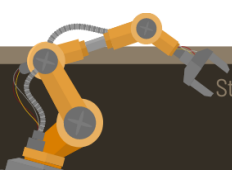
Electrocatalytic activity on the graphite curcumin modified electrode can be seen in Figure 3. The response of this electrode to Pb^{2+}, Cd^{2+}, and Cu^{2+}. The potential of natural products to selectively bind with targets has attracted attention. One important component that can be utilized as an ion receptor and an electrochemical transducer is curcumin [3]. The presence of cavities, active groups and adsorption and diffusion processes can increase the response to these three ions. The presence of active sites and bond cavities formed after the over-oxidation process can reduce electron transfer resistance so that the electron transfer speed is faster [12].

The interaction between the heavy metals ion and curcumin can be seen at Figure 4. The polycurcumin can be as a ligand [10]. It was previously believed that the C-O group in curcumin's keto form produced the signals upon detecting heavy metal ions. The new anodic shift on the voltammogram at Figure 3 brought on by the curcumin-metal complex was due to the delocalization of electronic charge from the chelator site towards the metal center. Note that compared to the cation-curcumin complex, free curcumin oxidizes more readily. Consequently, polycurcumin may enhance the response in the identification of heavy metals.

Acknowledgment

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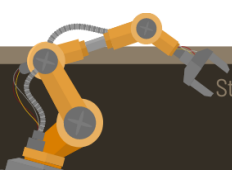
DEVELOPMENT OF GROUP GUIDANCE MODEL TO IMPROVE CAUSAL ANALYSIS

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Abstract

Causal analysis is a term that refers to an individual's ability to accurately identify the causes of their problems. Causal analysis is part of the resilience aspect. The aim of this research is to produce a group guidance model to increase causal analisys that meets acceptability criteria. This research adapts Borg and Gall's research and development to the user testing stage (Counselor). The subjects of this research were 2 experts and 2 expert users. The data collection tools are expert scale and user scale. The results of the acceptability test with expert 1 obtained a percentage of 90% with the criteria highly meeting the acceptability criteria. Expert test results 2 The result is 88% with the criteria very much meeting the very acceptable criteria. The results of the acceptability test with user 1 showed that the total aspect percentage was 93.75% with the criteria highly meeting the acceptability criteria. The results of user 2 were 89.5% with very very acceptable criteria. Based on the results above, it can be concluded that the model developed has met the acceptability criteria and can then be used as an intervention to improve causal analysis especially for students.

Keywords: Causal Analisys, Development, Group Guidance, Model, Resilience

1. Introduction

Causal analysis is part of the resilience aspects. According to Reivich and Shatte, resilience has 7 aspects, one of which is causal analysis. or causal analysis means investigating a cause. This analysis aims to find the root cause of a problem. (Laraswati, 2022). Causal analysis is needed by individuals so that they are trained to solve problems well because everything is considered carefully before they decide. On the other hand, if someone is unable to estimate the cause of the problem accurately, that individual will make the same mistake. The results of the assessment of 215 junior high school students showed the need for increased causal analysis. Apart from that, junior high school students are also categorized as teenagers (Block in Papalia, 2001).

The teenage period is often referred to as a critical period (Batubara, 2016). Changes occur, whether hormonal, physical, psychological, or social, which also occur sequentially. Maturation, both emotional and psychological, accompanies adolescence or puberty. Apart from that, changes in behavior are also followed which are influenced by mood (Fadhila, 2017). Traditionally, adolescence is considered a period of "Storm and Stress" because during this period, teenagers experience emotional tension because of physical and glandular changes. Increased emotions occur because they are under social pressure and facing new conditions, whereas during childhood they were less prepared to face these conditions (Hurlock, 2004). Insufficient preparation for rapid and dramatic changes is very likely to trigger serious problems. For this reason, teenagers need assistance in increasing their ability to face the gap between desires and reality. This ability is identified with resilience, including the aspects of resilience (Setiawati, 2021). Apart from that, the results of the assessment of 64 guidance and counseling teachers so far to improve causal analysis are focused on curative steps with counseling services. On the other hand, guidance is a field in education that collaborates with other fields to achieve optimal development.

One of the guidance activities is group guidance. Another assessment result was that which was carried out on 14 junior high school guidance and counseling teachers shows that the group guidance services that have been carried out so far have been carried out using techniques or methods that tend to focus on improving one aspect only, for example cognitive, and the results are less than optimal. Based on the conditions above, guidance will be developed using experiential learning strategies. Apart from the method used, namely experiential learning, media was also created containing local values. This media is presented at the conceptualization stage.
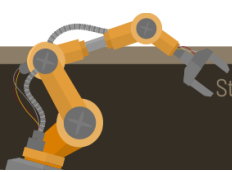
2. Method

The research used included research and development (R&D) adapted from the procedures of Borg & Gall (1983). The research was conducted in collaboration with the junior high school counselors association in Surabaya. The research subjects were 2 material experts and 2 school counselors. The data collection technique used is an expert scale and a user scale. The data processing technique uses a percentage analysis technique. The expert and user scales have a scale gradation of 1-4. Each number has the following meaning.

Criterion Scale

1.Unclear/inappropriate/impractical/irrelevant/unnecessary/not useful/not important

2.Less clear/ less precise/ less practical/ less relevant/ less necessary/ less useful/ less important

3.Clear/precise/practical/relevant/necessary/useful/important

4.Very clear/ very precise/ very practical/ very relevant/ very necessary/ very useful/ very important

Apart from expert assessments in the form of quantitative data, the expert test scale also provides a blank format for notes in the form of criticism and suggestions from experts. The data above is in qualitative form. The assessment procedures are:

1. Contact subject experts and users to ask for availability.

2. Subject experts and users are given the opportunity to read, analyze, and study the contents of the guide.

3. Meet subject experts and users at the appointed time to collect assessment results, as well as conduct direct discussions with examinersure 1.

3. Results

The results of the acceptability test with expert obtained a total score of 90 with a percentage of usability aspects of the result being 90% with the criteria highly meeting the acceptability criteria. The results of expert test 2 for the usability aspect were 88% with very acceptable criteria. There is a descriptive assessment from experts according to expert guidance, the material should focus on the type of group guidance or classic. The editorial "foreword" is accompanied by a thank you note. The formation stage is useful if it is preceded by activities that touch the heart because the existing formation stage does not guarantee rapport.

Experiential learning strategies use patterns (tell, show, do). Tell, the meaning is to give members the opportunity to tell their life experiences and then be shown a new concept (show) and then asked to try (do). Page observation sheet 19 should use the word "I". Based on material expert input, revisions have been made according to the input and have been communicated and shown to the experts. Apart from expert tests, user tests are carried out, namely counselors.

4. Discussion

Based on the results of content and design expert assessments as well as product field trials, the product for developing a group guidance model to improve causal analysis has met the acceptable criteria. Success in implementing the effectiveness test of guidance containing the values of Catur Budi is not only determined by the quality of the guidance but also cannot be separated from several factors that support it, such as the culture of the people of Surabaya. These findings are as stated by Ruttoh (2015), several factors that influence the implementation of guidance and counseling programs include: gender of students and teachers, parental influence, culture, types of counseling problems, student attitudes, counseling problems, attitudes and personality of teacher counselors. , resources and administrative support. Below we will discuss the results of the findings in the field.

Based on studies in the field, experiential learning has proven to be very practical and can be implemented by counselors quickly. The method used to improve guidance containing local cultural values is experience-based learning. The choice of method or technique greatly influences the effectiveness of treatment or therapy, as stated by Madeson (2020), effective therapy is demonstrated through relationships, skill development, learning techniques, and improving the concept one has about oneself and the environment. The group guidance stages consist of four stages, namely opening stage, intermediate, core activities, and termination. In the activity stage, experiential learning methods are included. The learning model used in this research is experiential learning. Experiential Learning Theory (ELT) was developed by David Kolb. This learning emphasizes a holistic learning model in the learning process. Experience also has a major role in experiential learning. Experiential learning theory defines learning as a process where knowledge is created through the transformation of experience, (Kolb. 1984). This learning model consists of four stages, namely: concrete experience, reflection, conceptualization/abstract thinking and active experience/application.

The steps taken are that students (group members) are given group guidance services using experiential learning strategies with the aim of learning by doing, reflecting, thinking and doing (Butler et al., 2019). Students take part in real experiences (Do), namely by carrying out activities that tend to be rushed and without careful calculations, replicating that experience and other evidence (Reflect), processing theories in line with experience and information (Think), namely theories about how to decide. something correctly, and articulate assumptions or explain the problem (Apply). Through the steps above, students will be trained to carry out causal analysis and cover many aspects of the pros and cons before deciding and acting.

Previously, Saskatchewan (2013) also revealed ways toimprove causal analysis, namely by example, capturing thoughts, winning yourself, challenging perspectives, practicing problem solving skills, knowing thinking traps. The methods above can be carried out through stages in experiential learning. Cultivating merchant values such as not rushing into decisions, and considering the losses and profits gained when making decisions is carried out through the existing stages. Capturing thoughts and calming oneself can be done through real experience and reflection activities, the model is done through conceptualization using *Jula-Juli* video media containing the wisdom of merchants, while training is carried out through the application stage.

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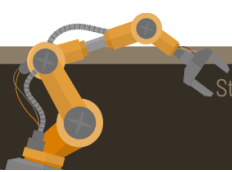
THE EFFECT OF E-MODULE ENVIROMENTAL CHANGE INTEGRATED EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) TO IMPROVE STUDENT'S ENVIROMENTAL LITERACY IN SENIOR HIGH SCHOOL

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Abstract

Education for Sustainable Development (ESD) is an important content that must be integrated in learning. The purpose of this study is to determine the effectiveness of ESD-integrated environmental change e-modules to improve environmental literacy of high school students. This research was conducted at SMA N 4 Yogyakarta. The research was conducted in the even semester of the 2022/2023 school year. The trial design in this study used Quasi Experiment with Nonequivalent control group design. The research population was X MIPA class students of SMA N 4 Yogyakarta with the research sample, namely class X E4 as the control class and class X E3 as the experimental class. Data collection was carried out using several instruments, namely multiple choice questions, essay questions and questionnaires. The data obtained will be analyzed using One Way Anova and N-gain. The results showed the acquisition of sig value <0.05 so that Ha is accepted. meaning that there is a significant difference between the environmental literacy of students who use E-modules of environmental change integrated ESD with students who do not use E-modules of environmental change integrated ESD. In addition, based on the results of the analysis with the N-gain test, it shows that the increase in environmental literacy of the control class is in the low category and the increase in environmental literacy of the experimental class is in the medium category. So it can be concluded that the use of E-Modules on environmental change integrated with ESD is effective to improve the environmental literacy of grade X high school students.

Keywords: e-module, environmental change, environmental literacy, Education for Sustainable Development (ESD)

1. Introduction

The global environmental crisis is an important issue that has recently been discussed by various countries. These issues include environmental pollution and damage, extinction of natural resources and biodiversity, and ecosystem imbalance. [1]. This environmental crisis is also experienced by Indonesia, supported by the fact that Indonesia is the second largest contributor of plastic waste in the world after China. [2], and according to data from Global Forest Watch, Indonesia is one of the largest emitters of greenhouse gases in the world as evidenced by the amount of deforestation.

These significant environmental problems are caused by human activities. Based on this, it is necessary to raise individual awareness to have an environmentally friendly attitude and the ability to empower the environment. [3]. Awareness of the importance of green activities and environmental empowerment cannot be cultivated in a short period of time, so that the implementation of ESD is needed to foster these abilities [4].

ESD is a learning process based on sustainable principles by focusing on all levels of education to enhance sustainable human development. The implementation of ESD in education is necessary, given that education is a top priority in preparing a society that is pro-sustainable development. Through the implementation of ESD in education, a sustainable future can be realized. Because education plays an important role in changing one's character [5].

ESD provides the knowledge, skills, values and attitudes to process information, make decisions and act responsibly for the environment, economic viability and a just society for current and future generations [6]. The importance of ESD was also presented at the National Workshop on Indonesia's Initiative Towards Sustainable Education in 2030 held by the Ministry of Education and Culture through the Indonesian National Commission for UNESCO on April 6, 2021 [7].

Learning in the context of ESD will lead students to ask critical questions, clarify values, learn to envision a more positive future and learn to think systematically [8]. Through the implementation of ESD, students can project the future of the environment based on their decisions. So that students can understand the causal

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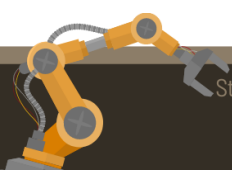
relationship between human interaction and the environment. Through this process, students will be able to consider decisions on environmental problems and their sense of concern for environmental conditions will increase. This ability shows that students are environmentally literate [9].

Environmental literacy is an important literacy that is part of the 21st century interdisciplinary themes by P21 and the American of Colleges of Teacher Education (AACTE) [10]. Environmental literacy is a basic literacy that must be possessed so that each individual has the ability to be able to understand and feel that they are part of the solution to environmental problems [11]. According to the North American Association for Enviromental Education (NAAEE), environmental literacy is an individual's awareness and concern for the environment and problems related to the environment based on knowledge, skills and motivation in order to find solutions to environmental problems and prevent other new problems from arising [12]. One of the topics that can be integrated in learning to improve environmental literacy is using examples of environmental problems such as environmental changes in the form of global warming, climate change and endangered species [13]. These topics are studied in learning biology.

Biology learning is taught by referring to the learning outcomes of the Merdeka Curriculum, which is the new curriculum implemented since February 2022. Based on the interviews conducted, it is known that biology teachers experience obstacles in implementing this curriculum such as the lack of clarity of the boundaries of each material. In addition, biology teachers have not been able to create and develop teaching materials independently that are tailored to the characteristics of students to be applied in learning. So in learning, teachers adapt teaching materials from the government or other schools that have previously been ready to implement the independent curriculum. Based on observations and interviews conducted, it is known that many students experience learning loss after online learning due to the Covid-19 pandemic. Many students are not focused and less motivated, this is because during online learning, students are actively using smartphones, so when the learning process is back in the classroom students are less active because learning is considered less interesting.

The independent curriculum has learning outcomes that expect students to be active and responsive to global issues and able to provide problem solving directed at achieving sustainable development goals. Through the learning outcomes of the independent curriculum, it is known that all learning efforts are directed at achieving sustainable development. Based on the interview with the teacher, it was found that the teacher has never implemented ESD in learning. So that students do not understand and implement attitudes in the context of sustainable development.

Based on the observations and interviews conducted, it is concluded that there is a need for the development of technology-based interactive teaching materials that can motivate students in learning activities and can be used by students to learn independently in accordance with the independent curriculum. Based on this, researchers are interested in developing E-Modules. E-Modules are very appropriate to be used as teaching materials so that students can maximize individual learning activities effectively and efficiently. In addition, the use of E-Modules can also improve the competence of student graduates. [14].

Based on the description above, the researchers are interested in developing an E-Module Integrated with Education for Sustainable Development (ESD) on Environmental Change. This E-Module is equipped with various examples of environmental problems around students that are adjusted to the themes of ESD. Through the use of this E-Module, it is expected that students' knowledge of environmental conditions will increase and their sense of concern for the environment will also increase. In addition, through this E-Module, students are expected to think critically to determine solutions to environmental problems so that students' environmental literacy skills can improve.

2. Method

This research was conducted at SMA N 4 Yogyakarta. The research was conducted in the even semester of the 2022/2023 academic year. The trial design in this study used a Quasi Experiment with a Nonequivalent control group design. The research design was carried out by dividing two groups, namely the control and experimental groups, which were not randomly selected. The Experiment Group will be given treatment using ESD integrated environmental change E-modules, while the control group was treated using the usual learning method used by the teacher. The research design can be seen in the following table:

Tabel 1. Research Design Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3		O_4

The research population was X MIPA students of SMA N 4 Yogyakarta with the research sample being class X E4 as the control class and class X E3 as the experimental class. The purpose of the field trial is to determine the effectiveness of the ESD integrated environmental change E-Module to improve students' environmental literacy. Data collection techniques include test techniques and questionnaire techniques. The environmental literacy instrument used is the result of a synthesis of Hollweg's (2011) environmental literacy instrument. [15] and the MSELS (Middle School Enviromental Literacy Survey) environmental literacy instrument by McBeth (2011) [16]. Data collection techniques and environmental literacy instruments are as follows:

Tabel 2. Data collection techniques and environmental literacy instruments

No	Aspects of Environmental Literacy	Sub-aspects of Environmental Literacy	Instrument Type
1	Enviromental knowledge	Basic ecological knowledge	Multiple choice
2	Cognitive skill	a. Issue Identification b. Issue Analysis c. Action Planning	Essay
3	Environment affect	a. Attitude b. Sensitivity	Questionnaire
4	Environmental behavior	a. Actual commitment b. Saving behavior	Questionnaire

Tabel 3. Enviromental Knowledge

Basic Ecology	Dimensions Knowledge
Environmental Change	a. List some facts and phenomena of environmental change that occur in the surrounding environment
	b. Explain the causes of environmental change
	c. List some of the impacts of environmental change.
	d. List some solutions to environmental change
	e. Determine a sustainable attitude in preventing environmental change

Tabel 4. Cognitive Skills

Cognitive Skill	Indicator
Issue Identification	Students are able to identify some facts and phenomena of environmental problems that occur in the surrounding environment.
Issue Analysis	Students are able to analyze the impact of environmental problems around them.
Action Planning	Students are able to plan solutions to environmental problems based on environmental conditions and available resources.

Tabel 5. Environmental affect

Enviromental Affect	Indicator
Attitude	Bring out the attitude of preserving the surrounding environment
	Bringing up attitudes to change lifestyles to be more environmentally friendly
Environmental sensitivity	Have an interest beyond personal interest in environmental conditions
	Have confidence in protecting the environment

Tabel 6. Enviromental behavior grid

Enviromental Behavior	Indicator
Real commitment (pro-environmental action)	Actual commitment (environmentally friendly lifestyle)
	Saving behavior (energy saving)

The data obtained will later be analyzed to determine the difference in students' environmental literacy between the control class and the experimental class and the improvement of students' environmental literacy. The data analysis used to determine the difference in students' environmental literacy between the experimental class that used the ESD integrated environmental change E-module and the control class that did not use the ESD integrated environmental change E-module was One Way Anova. The decision criteria for this test are if the sig. value in the table <0.05 then H_0 is rejected. The hypothesis of one way anova significance test on environmental literacy is :

H_0 : $\mu_1 = \mu_2$ There is no significant difference in the environmental literacy of students who use the ESD-integrated environmental change E-Module and those who do not use the ESD-integrated environmental change E-Module.

H_a : $\mu_1 = \mu_2$ There is a significant difference in the environmental literacy of students who use the ESD integrated environmental change E-Module and those who do not use the ESD integrated environmental change E-Module.

Data analysis used to determine the improvement of students' environmental literacy is the calculation of normalized gain (N-gain / gain score). The N-gain formula is as follows :

$$Gain\ score\ (g) = \frac{Score\ posttest - Score\ pretest}{Score\ maksimum - score\ pretest}$$

Table 1.   N-gain Score Interpretation Criteria

Range	Category
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

3. Results

The field test in this study was conducted at SMA N 4 Yogyakarta with class X E3 as the experimental class and class X E4 as the control class. The field test was conducted by giving a pretest in the form of test questions and an environmental literacy questionnaire sheet to determine the initial ability of both control and experimental class students. After giving the pretest, the experimental class students will carry out biology learning using the ESD integrated environmental change E-module and the control class will carry out biology learning using the

method used by the teacher as usual. The final stage of the field test is the administration of the posttest to determine the final ability of students after learning both in the control class and the experimental class.

The pretest and posttest results that have been collected will be analyzed to determine the difference in students' environmental literacy between the control class and the experimental class. Based on the One Way Anova test that has been carried out, a significance value of 0.000 is obtained. The significance value is $< \alpha$ ($\alpha = 0.05$) so that H0 is rejected and Ha is accepted. The results of the analysis showed that there was a significant difference in the environmental literacy of students who used the ESD integrated environmental change E-Module with the environmental literacy of students who did not use the ESD integrated environmental change E-Module.

The pretest and posttest results that have been collected will also be analyzed to determine the improvement of students' environmental literacy. The pretest and posttest results were analyzed using N-gain with the following results (Table 8).

Table 7. Environmental Literacy N-gain Results

Class	Environmental Literacy		g	Category
	Pretest	Posttest		
Control	60,9	66,2	0,14	Low
Experiment	65,2	83	0,51	Medium

Furthermore, a comparison of the increase in **environmental literacy scores can be observed in Figure 1.**
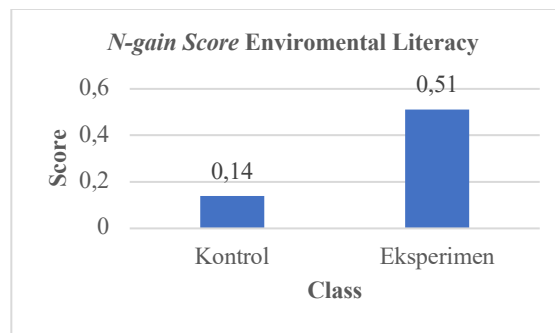
Figure 1: Comparison of the increase in environmental literacy scores of control and experimental class

4. Discussion

This study was conducted with the aim to determine the effect of ESD integrated environmental change E-Modules to improve students' environmental literacy. The E-Module contains environmental change material adapted to the learning outcomes of the independent curriculum biology which is integrated with ESD themes that describe problems in the surrounding environment. The ESD themes are climate change theme, sustainable lifestyle theme, water theme, and sustainable population movement theme.

Based on the results of the analysis test using one way anova, it is known that there is a significant difference in the environmental literacy of control and experimental class students. Based on the results of the N-gain test, it was found that the increase in environmental literacy in the control class was in the low category and the increase in environmental literacy in the experimental class was in the medium category. This shows that the use of ESD-integrated environmental change E-modules in biology learning is effective for improving students' environmental literacy. This is in accordance with Clarisa (2020) who mentioned that the integration of ESD in learning can lead students to think critically, ask questions, and imagine how to create solutions to environmental problems and create a sustainable future. It teaches students to have problem-solving skills and a responsible attitude towards the environment [17].

The integration of ESD themes in the content of environmental change material provides new knowledge for students about environmental conditions. The presentation of various environmental problems will invite students to think and actively create problem-solving solutions so that these environmental problems do not increase in the future. This is in accordance with Purnamasari's (2021) explanation that the implementation of ESD in learning will provide students with knowledge, skills, attitudes and values to be able to receive and process information, make decisions and make efforts to maintain environmental sustainability [18].

In addition, the presentation of problems around students can make students better understand and make decisions about what to do. This is supported by Pradipta (2021), that the learning process by raising problems

around students can equip students with an attitude of responsibility which is a basic principle for developing mindsets and skills to take action in solving a problem. [19].

Based on the above review, it is stated that the ESD integrated environmental change E-module has been tested for its effectiveness in improving students' environmental literacy.

5. Conclusion

The use of E-Modules on environmental change integrated with ESD is effective to improve environmental literacy of grade X high school students. This is supported by the results of one way anova analysis which shows there is a significant difference in the environmental literacy of control and experimental class students and the results of n-gain analysis which shows there is an increase in students' environmental literacy in the low category in the control class and an increase in students' environmental literacy in the medium category in the experimental class.

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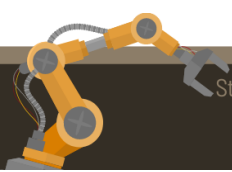
SOCIAL EDUTOURISM BASED ON CONSERVATION EDUCATION AS AN EFFORT TO SUPPORT *SUSTAINABLE DEVELOPMENT GOALS (SDG'S)*

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Abstract

The planned UN Sustainable *Development* Goals until 2030 plan _ action For society , earth and prosperity . Objective enhancement prosperity and effort preservation environment For conservation become part from *the Sustainable Development Goals.* Global agenda viz *Millennium Development Goals* which have eight one goal _ the goal is ensure sustainability environment . Effort For do togetherness , peace and eradication poverty is global challenges . Tourism become hope big as instrument in realize development sustainable . Supporting factors _ _ Tourist can collaborate with Social Sciences Education , namely through potential and conditions community , tourism is need society , values local culture can appointed , tourism based natural support *Sustainable Development Goals.*

Keywords : Tourism education , development sustainability , conservation

1. Introduction

Sustainable development is *the* desired agenda for countries in the world capable bring progress and prosperity inhabitant his country . 2030 is the target _ implementation comprehensive Sustainable Development . this agenda plan action For society , earth and prosperity . Strive For universal strengthening , peace , eradication poverty is biggest global challenges and needs For development sustainable [1] . Big agenda development sustainable can realized with effort optimizing sector strategic development . Tourism seen as instrument strategic For realize objective development sustainable [2] . Various agendas for *Sustainable Development Goals* 2015-2030 can be linked with development tourism . In principle sustainability , tourism can become expected locomotive _ capable bring well-being society , equality economics and conservation environment as well as social culture [2] . However _ problem tourism in Indonesia yet up to the level continuity development Because Still improvement oriented _ economics , meanwhile For aspect education and conservation Not yet optimized .

Benefit economy sector tourism in fact give rise to reduction problem _ source Power nature , problem social culture and environment , consequences than draft leading tourism _ to tourist bulk . The more severity damage environment , reap Lots criticism , so development tourist Now This , is directed at tourism more alternatives _ care with sustainability environment , with apply tourist sustainable like development agrotourism [3] . Scenario tourist sustainable For area and for fulfil need economic , socio-cultural and environmental from the stakeholders interests [4] [5] .

Activity tourist carried out by the community from various age and social strata . All entitled on activity tourist Because own diverse goals . _ Statement This supported by " Perception public about destination tourist has proven play role important in taking decision tourists , because perception and image preferred destination _ in a way positive influence choice destination traveler [6] [7] [8] [9] ". Society will choose destination tour to be aimed based on perception them , of course just perception the supported with experience and image from destination tour that . Because _ that , take care image A destination tour own important role . _ Tourist No only just activity visit moment will but hope is sustainable . Remember that tourist own Lots objective that is relax , increase insight , develop science and digging values certain in accordance with object culture tourism .

Objective in study construct values possible conservation _ integrated into social studies learning .

2. Method

Study This use method qualitative .. Focus study This centered on questions fundamental so that expected get answer as well as results holistic integrative research For find something **Novelty Research .** Based on a pragmatic view then study will is pluralistic and oriented towards optimal results and character practical For produce findings or novelty in the form of a Social Edutourism Model based on Conservation Education .

Study This endeavor found the *Social Edutourims* model based on holistic Conservation Education integrative as alternative solutions and recommendations policy For finish problem study that is Not yet integrated between tourism and education . Study This carried out in junior high schools in the district Sleman , DIY. Subject his research are social studies teachers throughout DIY who are representative from MGMP (Subject Teachers' Conference).

Data collection techniques were carried out with interviews and observations . First stage _ do observation beginning form observations in the field For get information problems and potency to the object studied . Second stage _ that is more data collection deep with technique in-depth interview with a number of *Key Person* . Qualitative data validity techniques use data triangulation . Qualitative data analysis techniques use *Spradley.*

3. Results

Study This done with inviting *key informant* namely five representative social studies teachers from five regencies and cities in the Special Region of Yogyakarta Province . Following What is the name respondents study This namely :

No	Name	Institution	Role
1.	Wiwin Yulianta , S. Pd.	SMP N 1 Pundong , Bantul Regency	Social Studies Teacher
2.	Nurdhani Dharianta , S.Si ., MBA.	SMP N 1 Ponjong , Kab . Mountain South	Social Studies Teacher
3.	Sumarjo , M.Pd	SMP N 9 Yogyakarta, Yogyakarta City	Social Studies Teacher
4.	Tri Worosetyaningsih.M.Pd	SMP N 1 Seyegan , Kab . Sleman	Social Studies Teacher
5.	Lasting Rahajo , S.Pd	SMP N 2 Temon , Kab . Kulon Progo	Social Studies Teacher

Data collection is carried out with FGD (*Focus Group Discussion*) technique for construct role tourist in social studies learning for supporting Sustainable Development (SDG's). The FGD activity was carried out on Wednesday , August 2 2023 in Ruang Dean , FISHIPOL UNY.

Figure 1. Background of Research FGD Activities Featured 2023

Source : Documentation Researcher

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Figure 2. FGD Activities with Respondents Study

Source : Documentation Researcher

This FGD activity done For construct in a way together values from conservation education that can integrated into social studies learning . DIY Province is a full area with potency tourism spread across the Regency Sleman , Bantul Regency , Kulon Progo , Yogyakarta City so can optimized as source studying at school especially on the eyes social studies lessons .
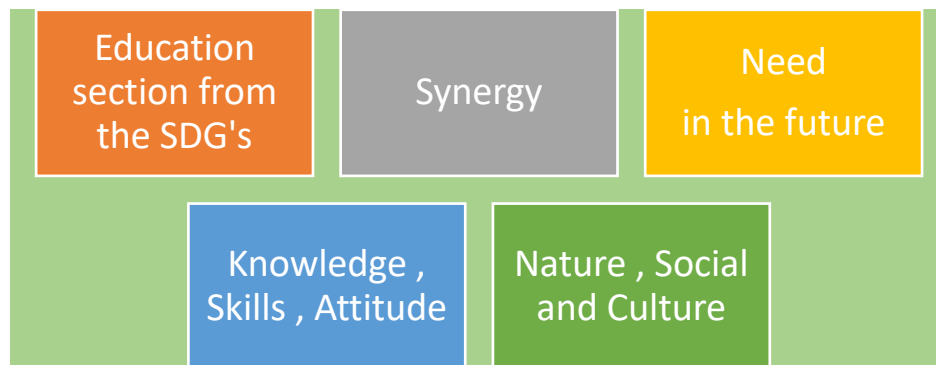
Figure 2. Construction Results Social Sustainable Development and Education

Source : Processed Data Researcher

Very educational influential to development sustainable Because with superior and good education _ then the SDGs will good . Sustainable development very related with education Because success development sustainable can success when There is synergistic collaboration _ with Education. Education oriented prepare generation younger _ _ OK , because That development must consider needs , problems , and all related matters _ with generations to come come . Encouraging new development _ change change toward development sustainable in the field education . education directed For do change with put forward growth knowledge , skills , values and supportive attitudes _ effort individual , school and society for more future _ _ good . Very educational role in development sustainable , because with education man can know and know How perform natural and social as well as culture in a way appropriate so that Can enjoyed by humans moment this and that will come .

Figure 4. Roles Social Sciences Learning in SDG's

Source : Processed Data Researcher

Social studies subjects are very role and influence towards SDG'S because relate with public local as necessary dug For progress and improve economy . Role eye very social studies lessons role in SDG'S because For create character students _ environment must created on a bench school through social studies learning . Social studies learning should be contextual , appropriate with conditions , developments and problems within _ society . So the role of IPS is very important important For support support development sustainable this . Example economy must capable prosperous society , history must make public more ' *wise* ', geography make public more understand in mitigation disaster , sociology must capable understand behavior society and problems as well as the solution . IPS as discipline knowledge effort formation character in accordance with ability students and characteristics environment so that produce success in learn and have mark mark profile student Pancasila.

Social studies learning plays a role For build awareness student will importance management very natural relate with continuity life human . student besides given theory natural and social as well as culture is also provided activity direct learning manage natural and social as well as current culture accomplished in implementation of P5, e.g in style life sustainable . Where student taught implement sustainability in life everyday , starting from use or bring provisions Alone until How throw away true rubbish .

4. Discussion

Tourist with dig potency public local / around very expected Can materialized with collaboration trying social studies lessons For see potential and conditions public can increase economy . Tourist can collaborate with education Because classroom learning _ No regardless from environment right stay student or parents ' work . In the destination area tour naturally need given proficiency life in face tourists and opportunities economics that can developed so that can give provisions to student later . Education can collaborate with all p . reason first . Education is a must sensitive with potential and problems in the environment natural or social surroundings . Potency natural which There is can be managed For become object the end of the tour Can make public more prosperous . Or public It sure has its own unique habits interesting other societies , p this is also a potency tour culture . Reason secondly , increasingly proceed or prosperous society , then tour will become need society (Maslow's pyramid). Well, IPS has done it anticipate matter this , so IPS can fulfil need public development and tourism especially wisdom local can give education mark mark culture for participant educate . IPS studies existing things _ in joints joints society . from How manage natural until fulfillment need future humans _ Can survive and be enjoyed by generations next .

Conservation education is a process of cultivation , awareness and supportive behavior effort preservation environment with method still maintain something existence every components environment For use in the future come . Incoming conservation education _ in system learning show that there is positive and significant relationship _ between attitudes and behavior towards caring environment [10] .

There are variations the way in which education environment can and does handle problem environment and conservation . Researchers _ put forward that education conservation and environment share increased knowledge _ about development and implementation of educational programs that have various results in temporal and spatial scales [11] . This thing show that conservation education succeed in realize intelligence ecological .

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5. Conclusion

Supporting factors _ _ Tourist can collaborate with Social Sciences Education , namely through potential and conditions community , tourism is need society , values local culture can appointed , tourism based natural supports the Sustainable Development Goals.

Strategy application Edutourism in Schools via : a. Socialization to all elements society . b. Make curriculum Edutourism with involve public around , c. Enter Edutourism be one _ theme in social studies subject . d. Use technology For adapt make it easier access object tourism . e. Evaluation routine For implementation *Edutourism* in a way gradually .

Acknowledgement

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IMPLEMENTATION OF AUGMENTED REALITY (AR) MEDIA THROUGH THE METAVERSE APPROACH IN SOCIAL SCIENCES LEARNING IN JUNIOR HIGH SCHOOLS

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Abstract

The aim of this research is to test and implement the feasibility of AR media in social studies learning which has been designed in previous research as well as developing an implementation strategy. Agmented Reality (AR) learning media focuses on teachers and students in class in social studies learning. Meanwhile, AR media helps teachers contextualize social studies learning and can be used as a source of social studies learning. Quantitative research approach using design and research methods, namely through product testing or socialization, level of effectiveness using quasi-experiments in three schools in SMP Bandung City. The results of the research provide information regarding the feasibility and testing of AR media products in social studies learning that is suitable for use. This states that 97% of students are not bored in AR learning. The effectiveness of AR media applications in social studies learning obtained a very high response from students at 90%, while teacher and student responses showed good results in using AR media applications in class.

Keywords: Augmented Reality media, Metaverse, Social Studies Learning

1. Introduction

The digital era 4.0 which is currently about to enter the era 5.0, Indonesia itself has a mission to achieve which is known as sustainable development or Sustainable Development Goals (SDGs). The SDGs that this research aims to develop include equal distribution of inclusive and quality education and supporting lifelong learning opportunities for all. With innovation in the field of education that collaborates with technology, the learning process is no longer just a transfer of knowledge but the application in the field of technological adaptation can make learning more optimal. Learning processes that collaborate with technology can have relevance to Augmented Reality (AR) (1).

Augmented Reality (AR) technology can be applied to support learning materials to make them more interesting and interactive. The application of AR to learning material can provide a more detailed picture of the material and be presented with a display in the form of 3D animation (2). In the era of rapid development of information technology, the application of AR in various fields has become an alternative form. AR is a technology in the field of information technology that combines 2D or 3D objects developed with computer applications into a real environment that is like the reality around the user in real time (3). AR technology is a variation of Virtual Reality (VR). The difference with VR, AR only adds applications or completes applications in a real environment with 3D. AR allows users using applications to see real environments using displays in the form of virtual objects.

Information technology in the current era is developing rapidly. Currently, technology has entered the Information Technology Era 4.0, where technology using the internet is increasingly being used. Along with the development of technology and information and referring to teacher competence in the Teacher and Lecturer Law Number 14 of 2005, a teacher is expected to be able to utilize technology, information, and communication in implementing learning. This is necessary to improve the quality of education and learning in schools. The presence of Augmented reality requires a medium to transform from the real world to the digital world, this media is the metaverse. Metaverse" is a combination of the words "meta" and "universe". Meta means digital while universe means universe. When combined, these two words have a simple meaning, namely Digital Universe. Even though it sounds simple, the Metaverse must be distinguished from the digital world that we currently know. The digital world as we know it today may go as far as using the internet to help with our daily activities. Gadgets separate us from the invisible digital world. In contrast to the understanding of the Metaverse which opens the door for us to actually be present doing what we can do in the real world in it.

Metaverse is a world that allows people to meet and collaborate without geographic restrictions. In the 3D metaverse world, people can carry out activities together such as playing, searching for information, selling, and interacting between teams (4). Development of AR Augmented Reality Media through the Metaverse Approach is an innovative learning media that combines education with technology. So, with this collaboration, students

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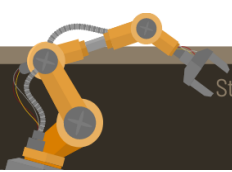
and teachers can balance developments with the times. The Metaverse project has relevance to the changing digital era, this must be optimized by every human being so that the presence of this metaverse can be used well, especially for students so that learning can be maximized. Social studies subjects in schools at the junior high school level will certainly help teachers a lot in conveying material to students (5). In the social sciences subject itself, it is a combination of several social sciences, of course with the use of AR media through the Metaverse approach it is hoped that it can help students understand social science concepts.

The application of AR media development in social studies learning produced in the first year of research is still a design that needs to be tested for feasibility or product testing/socialization so that it can be implemented, and its effectiveness will be known. Of course, the AR media application needs to receive some input to make it more perfect and have a significant impact on improving social studies learning, especially in grade 8.

2.   Method

The research approach that is considered appropriate in this research is to combine quantitative research and qualitative research or known as a mix methods approach using the Research and Development (R&D) research method. Researchers use Research and Development (R&D) to develop AR with a metaverse approach (6). This research was carried out by collecting data from a population by selecting a sample. The results of data collection from the sample will be generalized to the entire population. Technically, this research uses questionnaires and other instruments to measure research variables for respondents (students and teachers). The research location is a junior high school in Bandung City with representatives of 3 schools. The research locations for these 3 schools are based on clusters or regional zoning and are also supported by UPI. The schools that will be represented include SMPN 13 Bandung City, SMPN 51 Bandung City and Labschool Middle School Bandung City. The observation sheet is used to observe the development of AR media using a metaverse approach. Observation is a data collection technique that not only measures respondents' attitudes (interviews and questionnaires) but can also be used to record various phenomena that occur (situations, conditions). A questionnaire/questionnaire is a data collection technique that is carried out by giving a set of questions or statements to other people who are used as respondents to answer. A questionnaire will be used to collect data from respondents. Interviews are data collection techniques carried out face to face and direct question and answer between data collectors and researchers towards sources or data sources. This interview will be used to obtain data from students and teachers.

3.   Results

Results consist of data or findings of the research, feasibility and testing of Augmented reality products can be seen through the results of statistical calculations in the following table:

Tabel 1 Deskriptif **Statistik Penggunaan Augmented Reality**

Deksriptif Statistik								
	N	Range	Minimum	Maksimum	Jumlah	Rata-rata	Std. Deviasi	Varian
Total	78	23	37	60	3865	49.55	5.101	26.017
Valid N	78							

Source: Data Peneliti, 2023

Based on the SPSS calculations in the table above, it is known that the amount of data (N) is 78 with a Range value of 23, the lowest (minimum) value is 37 and the highest (maximum) value is 60 with a total of 3865, the average value (Mean) is 49.55 and standard deviation of 5.101 and variance of 26.017. The frequency distribution for each question in diagram form is as follows:
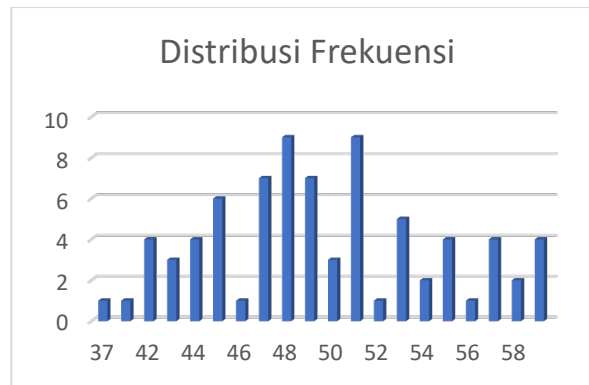
Grafik 1. Distribusi Frekuensi

Source: Data Peneliti, 2023

Based on the diagram above, 9 respondents were at scores 48 and 51, followed by 7 respondents at scores 47 and 49. There were 6 respondents who got a score of 45, followed by a score of 53 with 5 respondents. Based on the table above, the response ranges from 4 to 1, spread across several values as above. The results of research using paired sample t-Test are the knowledge of students in the experimental class between before and after treatment, namely the use of augmented reality media in social studies learning. The recapitulation results of the paired sample t-Test assessment are presented in the following table:

Tabel 2. Hasil Uji t-Test Paired Sample

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttset	-33.718	17.991	2.037	-37.774	-29.662	-16.553	77.000	

Source: Data Peneliti, 2023

Based on the table above, the t-count value is -33.718 with a significance value of 0.000. Because the significance value is 0.000 < 0.05, it can be concluded that H0 is rejected and accepted. Thus, there are differences in students' levels of knowledge after receiving learning using augmented reality media.

Referring to the table, it is known that the t-count has a negative value, namely -33.718, which is because the average pretest score is lower than the average posttest score, so a negative t-count value can have a positive meaning so that the t-count becomes 33.718. It is known that the df (degree of freedom) value is 77 and the significance value of 0.05/2, namely 0.025, is used as a basic reference in finding the t-table value, so the t-table value is found to be 2,457. Thus, because the t-count value is 33.718 > t-table 2,457, it can be concluded that there is an average difference between the pretest and posttest results, which means that there is an influence of the use of augmented reality media in social studies learning in the experimental class.

One of the social studies learning content is the sub-material of Hindu Buddhist history. The interest of learning media must be able to attract students by presenting it in an interesting and varied manner, providing opportunities for independent learning and making it easier for students to master their competencies (8). Augmented reality media is a good and suitable media that can be used as a learning medium in the classroom by having features in a colorful AR display in Hindu Buddhist work objects which increases students' curiosity in learning with appropriate images, photos and videos. learning content material that makes students not bored because there are other interactive forms that make students not bored and bored, as proven by questionnaire data, 97% of students stated that they were not bored in learning using augmented reality media because the learning content was interactive and colorful and was supplemented by students' answers. In a questionnaire of 95% of designs, the colors displayed by augmented reality media were not boring.

Thus, it can be concluded that the feasibility and testing of augmented reality media products in social studies learning in experimental classes using augmented reality media. Moreover, media is a form of related learning component, whether between objectives, material.

4. Discussion

Learning media is a tool that helps all forms of learning processes in the classroom (7). Good learning certainly requires learning media as a tool for transferring knowledge between teachers and students. Learning media will also help students in motivating in the learning process in class. The use of augmented reality learning media has the same function as a stimulus tool in classroom learning which can harmonize a uniform view and experience of the lesson content. Moreover, the media used is technology-based media, so its use shows continuous change to create innovative, creative and fun learning. Augmented reality is present as a social study learning media that can be included in social studies learning content, one of which is the sub-material of Hindu Buddhist history. The interest of learning media must be able to attract students by presenting it in an interesting and varied manner, providing opportunities for independent learning and making it easier for students to master their competencies (8). Augmented reality media is a good and suitable media that can be used as learning media in the classroom by having features in AR displays that are colorful in objects.

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Thus, it can be concluded that the feasibility and testing of augmented reality media products in social studies learning in experimental classes using augmented reality media. Moreover, media is a form of related learning component, whether between objectives, materials, methods, media, and learning evaluation. Likewise, the characteristics of augmented reality media have many technological and multi-media aspects so that it will make learning creative and fun, so that there are similarities in the functions of the two-learning media which are basically tools that can encourage students' interest, attention and comprehension ability in learning. learning process. Support for the role of learning media as an extrinsic factor or motive that arises due to external stimulation, namely encouragement from the teacher which will make students more enthusiastic in carrying out learning in class and teachers can more easily transfer knowledge and spark students' curiosity and attention, so that they are interested in learning. students in the classroom learning room.

Based on the table, the t-count value is -33.718 with a significance value of 0.000. Because the significance value is $0.000 < 0.05$, it can be concluded that Ho is rejected, and Ha is accepted. Thus, there are differences in students' levels of knowledge after receiving learning using augmented reality media.

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These results interpret that the use of augmented reality-based interactive learning media received a very high response from students in the experimental class, so that there was an influence of the use of augmented reality media in social studies learning in the experimental class. Apart from that, it is also supported by mastery of the material using augmented reality with students answering in the questionnaire with a total of 77% of item 7 in mastery of the material and 99% answering adding to my insight into the material left over from the Hindu-Buddhist kingdom in Indonesia item 8. This is suddenly the case with Augmented reality media can encourage students to open up knowledge with the help of 3D objects. Students will understand more easily because they will see the object which makes students create constructs of thinking about reality because there is a real object that is not imagined which will make students more open to understanding the meaning contained in the material in learning.

Thus, it can be concluded that the use of augmented reality interactive media can vary social studies learning that is adaptive to the characteristics of students in the digital era as a digital native generation. The use of augmented reality media is also said to be a simple implementation of the TPACK framework, namely combining technology in the learning process to align with the digital era by building students' knowledge into concepts that
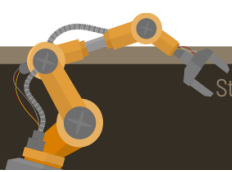
are easy to understand and also in accordance with the conditions students want in this era. With TPACK learning which can be integrated with augmented reality media, it can form the character of students who are ready to face socio-cultural changes, able to communicate and collaborate to build social relationships, think analytically and critically, and compete with the global world functionally. Apart from that, augmented reality media not only stimulates students' interest in deepening learning, but can also develop students' critical thinking skills well because it also provides a medium for measuring students' understanding through features to sharpen students through quizzes. This learning media is very suitable for use and is compatible with being implemented in well-known social studies learning and interactive forms of learning

The use of augmented reality media stimulates students to be active and responsive because they feel interested in the learning presentation combined with digital-based animation media. The main characteristics of junior high school students are known as part of the digital native generation, namely a generation that is capable of digital literacy and is oriented towards flexible and adaptive work. The use of augmented reality media in social studies learning can facilitate the younger generation, namely the digital native generation, with educational technology that combines the use of digital devices such as laptops, cellphones and internet networks in accessing learning media that prioritizes visual, audio and audio-visual displays to stimulate student interaction. in the learning process. For this reason, augmented reality media is suitable for simplifying complex learning material, especially social studies learning which is often characterized as rote learning, so that augmented reality media can stimulate students' interest in studying social studies with attractive, creative and powerful presentations.

The responses of teachers and students in developing AR media in social studies learning based on the data from the questionnaire above stated that this AR application is easy to operate because the instructions are clear and easy for students to understand. This shows that respondents do not agree with the statement which states that the study instructions in this application are confusing. On the other hand, students who have tried this application agree that the learning instructions in Augmented reality media are very clear, making it easier for students to operate it both in groups and independently. Apart from the language in the application being easy to understand, teachers and students were also taught directly by the research team first in operating AR media so that it was very easy for them to use this media in the social studies learning process.

Apart from that, this AR media is easily accessible by cellphones/laptops, which means students can easily use the application in learning. This is also supported by today's learning which is very close to digital-based learning so that AR media is very easily accepted by teachers and students because it can be used directly on the devices, they use every day. Apart from that, this AR media is easily accessible by cellphones/laptops, which means students can easily use the application in learning. This is also supported by today's learning which is very close to digital-based learning so that AR media is very easily accepted by teachers and students because it can be used directly on the devices they use every day.

The various conveniences in using AR media during social studies learning that are felt by teachers and students are also inseparable from the ease in understanding historical material which is generally difficult for students to understand quickly. This AR media also comes equipped with various explanatory features in the form of audio visuals (from video features and audio features when objects are seen in Augmented reality), making it easier for students to understand material from the heritage of the Hindu-Buddhist kingdoms in Indonesia. The existence of this audio-visual based feature makes social studies lessons within the scope of the history of the Hindu-Buddhist kingdom more colorful, not monotonous or boring, and is able to increase students' interest in learning so that literacy culture can be improved with AR-based digital media. Specifically for the visual part of the use of AR media, the results of the research show that the majority of the 78 respondents (77 respondents) answered agreeing that Augmented reality media makes it easier for students to observe relics of the Hindu-Buddhist kingdom in Indonesia through a three-dimensional display and provides a vivid picture. How the shape of these relics makes it easier for students to observe relics from the Hindu-Buddhist kingdoms in Indonesia. The presence of three-dimensional images makes it easy for students to access various relics of the Hindu-Buddhist kingdom without having to go to cultural sites directly. This learning step is certainly very efficient because it can save time, energy and costs for teachers and students in learning. If teachers and students use AR media, they only need to sit in class with their respective gadgets or laptops so that the learning atmosphere can be more conducive, and the material can be conveyed and understood more optimally.

The advantage of augmented reality itself is that its development is more economical and easier. Another advantage is that augmented reality can be widely applied in various media. It is very possible to create applications on smartphones or in print media such as newspapers, books and magazines (9). The application of AR in education can be in the form of a research product, namely the Augmented Reality-based picture story book learning media which is declared feasible and practical for use by generation Z students in the mathematics learning process or in developing teacher competence. This is based on the results of the feasibility assessment of media experts, language experts and material experts. Apart from education, AR can also influence entertainment (including video games) as well as tourism, architecture, medicine, and industry (10). The presence of Augmented

Reality has the aim of creating a model for developing teacher skills in combining Augmented Reality (AR) learning media through a customized metaverse approach. Development of AR Augmented Reality Media through the Metaverse Approach is an innovative learning media that combines education with technology. So, with this collaboration, students and teachers can balance developments with the times.

5. Conclusion

The feasibility and test of augmented reality media products in social studies learning in grade 7 shows that this application is suitable for use. This refers to the results of tests carried out by researchers in class, namely the existence of questionnaire data, 97% of students stated that they were not bored in learning using augmented reality media because the learning content was interactive and colorful and added to the students' answers in the questionnaire, 95% of them had good designs and colors. displayed augmented reality media is not boring. The effectiveness of the augmented reality media application in social studies learning in the classroom after processing shows that the use of interactive learning media based on augmented reality gets a very high response from students, thus influencing students' understanding of the material being taught to make it easier to understand. This is also supported by the help of test or evaluation features in the dismus application. The effectiveness of the Dismus application in mastering the material is supported by a questionnaire filled out by students in point 7, with 77% in mastery of the material and 99% answering that it adds to my insight into the material left behind from the Hindu-Buddhist kingdom in Indonesia, point 8. This suddenly happens with augmented reality media. can encourage students to open up knowledge with the help of 3D objects. The response of teachers and students in developing augmented reality media in social studies learning shows good results because both teachers and students are cooperative and welcome the use of this application in the classroom. This is because AR dismus media is easily accessible by cellphones/laptops, which means students can easily use the application in learning as well as an attractive application interface with complete features.

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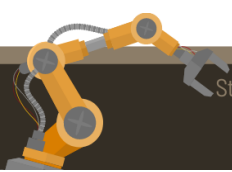
REDUCTION OF HG IN AU PHYTOMINING EXPERIMENT WITH *PTERIS VITTATA* L. IN GOLD MINE TAILINGS

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Abstract

Mercury (Hg) is still widely used for the gold leaching process in gold mining activities. Therefore, gold mining industry waste (tailings) has the potential to contain the heavy metal Hg as a pollutant. For this reason, a solution is needed that can deal with the problem of environmental pollution, one of which is by using hyperaccumulator plants. Hyperaccumulator plants are plants that can absorb and accumulate heavy metals, including Hg. One plant that is known to have the potential to act as a hyperaccumulator of heavy metals is the Chinese brake fern (*Pteris vittata* L.). Hyperaccumulator plants also have potential as gold phytomining agents due to their ability to accumulate metal in tissues, although further research is still needed. This research aims to determine the ability of *Pteris vittata* L to reduce Hg content in phytomining experiments on gold mining tailings from the Paningkaban gold mining site, Banyumas, Central Java. The experiment consisted of 2 treatments. The first treatment was *Pteris vittata* L. plants planted in tailings media, while the second treatment was *Pteris vittata* L. plants planted in tailings media that had been mixed with compost in a ratio of 1:1. Each treatment consisted of three replications. The parameters observed were the Hg content in the tailings before and after treatment, the Hg content in *Pteris vittata* L biomass after treatment, growth parameters (plant height and number of leaves), edaphic parameters (temperature, pH, and soil moisture), and microclimatic parameters (temperature and air humidity). The results of the research show that the Pteris vittata L. plant can accumulate the heavy metal Hg, which is known from the results of tests carried out by the UII Environmental Laboratory. The growth of *Pteris vittata* L. with the tailings media treatment had an average height increase of 9 cm, while the tailings media treatment that had been mixed with compost had an average height increase of 10.34 cm at the end of the observation. It is known that in both treatments, curled young leaves (fiddleheads) appeared. Observation of edaphic parameters shows that the average temperature of the planting media is 32–33 °C, the pH of the planting media is in the range of 4 to 6.4, and the humidity is in the range of 4 to wet. Observations of microclimatic parameters show that the average light intensity is 4932 lux, the air humidity is 51.9%, and the air temperature is 29,5°C

Keywords : Reduction, Hg, *Pteris vittata* L., tailing

1. Introduction

Indonesia is known as a country that has large mineral wealth and is a leading exporter of mining materials for coal, gold, nickel, tin, bauxite and copper (Nugroho, 2020).The wealth of mining materials will give rise to mining businesses in areas that have potential for mining materials, both on a large and small scale. Gold mining is one of the four small-scale mining sectors that are widely carried out in Indonesia apart from diamonds, coal and lead (Hasanah,2022).

The material used for the leaching process in gold mining is mercury (Hg), which is a highly toxic environmental pollutant (Rachmat, 2022:2). According to PP No.22 of 2011, the tolerable mercury (Hg) content is 0.002 ppm which is intended for irrigating crops. Hg (mercury) pollution in soil and the environment is very worrying because its effects cannot be felt immediately by the community, but after a long period of time and can result in prolonged acute effects. In accordance with the statement of Bernadus, Polii, and Rorong (2021 : 600), water systems are very sensitive to Hg input because the bioaccumulation rate of this heavy metal is higher than other heavy metals. According to Juhriah and Alam (2016:2), all forms of mercury, whether in the form of elements, gas or in the form of organic salts, are poisonous, if they enter the human body continuously it will cause permanent damage to the brain, liver and kidneys. Bioaccumulation of Hg can occur in the aquatic food chain so that the Hg concentration can increase along with the level of the food chain, thereby causing pollution.

There is a need for business and technological innovation that can improve soil quality and environmental quality. One effort to improve the condition of former gold mining land so that it can be used by the community for agriculture is by providing organic materials. Providing organic materials can be one solution to improve soil

properties both physically, chemically and biologically in the soil and can also be used as a supply of soil nutrients for plant growth.

Phytomining is an innovative application of phytoremediation process that involves accumulators or hyperaccumulator plants grown in polluted soils, being able to accumulate high concentration of metals in their tissues, where from valuable heavy metals (e.g. nickel, cobalt, copper, zinc) will be recovered by biomass processing (Minut,*et,al*, 2021 : 1).

Phytomining involves lower costs compared to conventional methods such as mining, and contributes both to the remediation of contaminated soils and provides additional beneficial resources that can be used as raw material in other processes from industry. After harvesting the plants, heavy metals are extracted either by biomass incineration, microbial fermentation, extraction or by chemical treatments. The main objective of this paper is to describe and highlight the importance of the phytomining process in cleaning-up the polluted media by phytoextraction and recovery of valuable heavy metals from biomass of the selected plants (Minut,*et,al*, 2021 : 1).

Pteris vittata L. is the most studied hyperaccumulator, which effectively takes up inorganic via roots. Root exudates also have multiple effects on rhizospheric microbes by functioning as essential nutrients, signaling molecules, attractants, stimulants, and inhibitors or repellents (Hu et al., 2018, Baetz and Martinoia, 2014). Thus, root exudates may recruit functional microbes to take part in phytoextraction synergistically.

Indonesia really needs phytoremediation innovation considering that every year pollution cases continue to increase in number and intensity. Meanwhile, the carrying capacity of land and water resources is decreasing over time. At least 35% of Indonesia's territory has been converted into mining areas. In itself, this will change Indonesia's natural landscape and create an even greater potential for pollution in the future. Gold phytomining is a promising technology to be used on gold tailings in Indonesia. The success and sustainability of gold phytomining will require a balance between the economic incentives to recover this precious metal and environmental sustainability in the field.

This research aims to determine the ability of *Pteris vittata* L to reduce Hg content in phytomining experiments on gold mining tailings from the Paningkaban gold mining site, Banyumas, Central Java.

2. Method

This research is an experimental study to analyze the role of *Pteris vittata* L plants in the bioaccumulation of Hg (mercury). The research location is in the microbiology and greenhouse laboratory of FMIPA, Yogyakarta State University, while the Hg concentration test in soil, and Pteris vittata L biomass is in the Environmental Engineering Laboratory of the Islamic University of Indonesia.The experimental tests carried out included a Hg uptake test by *Pteris vittat*a L in the FMIPA UNY greenhouse.

The Hg (mercury) uptake (bioaccumulation) test on Pteris vittata L in the FMIPA UNY greenhouse was carried out in 2 stages, namely: (1) acclimatization of the Pteris vittata L. test plant; and (2) *Pteris vittata* L. planted in treatment pots (variation of growing media). The planting medium is sterilized before use. The plant used in the research was one month old Pteris vittata

So the treatment series is: 3 pots of pure tailings from Paningkaban, Bayumas plus plants and 3 pots of pure tailings from Paningkaban, Bayumas plus compost in 1 : 1 ratio and plants. After the treatment, a Hg (mercury) concentration test will be carried out on the *Pteris vittata* L growth medium (soil), and on the *Pteris vittata* L biomass (divided into 2 parts: roots and above-ground biomass) at the UII Environmental Engineering Laboratory.

Data analysis includes descriptive and quantitative/statistical analysis. Descriptive analysis was carried out on the role of differences between the bioaccumulation ability of Pteris vittata L, while quantitative analysis using ANOVA was used to analyze the plant growth differences between the treatments of *Pteris vittata* L.

3. Results

Table 1. Hg content test result in planting media

No	Parameter	Unit	Test Result (PA.065)	Methods
BEFORE				
1.	Mercury (Hg)	mg/kh	138 ± 0,28	SNI 8910-2021
AFTER				
1.	Mercury (Hg) Pure Tailing	mg/kh	27,9 ± 0,11	SNI 8910-2021
2	Mercury (Hg) Tailing + Compost	mg/kh	28,6 ± 0,12	SNI 8910-2021

Table 2. Hg content test results in *Pteris vittata* L. biomass

No	Parameter	Unit	Test Result (PA.065)	Methods
Upper Part (Stem and Leaves)				
1	Mercury (Hg) Pure Tailing	mg/kh	18,4 ± 0,07	SNI 8910-2021
2	Mercury (Hg) Tailing + Compost	mg/kh	1,47 ± 0,07	SNI 8910-2021
Lower Part (Root)				
1	Mercury (Hg) Pure Tailing	mg/kh	2,07 ± 0,01	SNI 8910-2021
2	Mercury (Hg) Tailing + Compost	mg/kh	1,83 ± 0,01	SNI 8910-2021

4. Discussion

Hg (mercury) is categorized as Hazardous and Toxic Waste (B3) because it is toxic and persistent so it can harm the environment and humans (MENLH, 2013). Based on the test results for the Hg content in the tailings before the research was carried out, it was discovered that the heavy metal Hg content (mercury in the tailings was 138 ± 0.28 mg/kh of Pteris vittata L. planting. It is known that the tailings came from Paningkaban, Banyumas. Based on the test results for the content of Premium Compost produced by PT. Biotek Cipta Kreasi (GROMAXX), it is known that there is a total N content (N) of 6,061.061 mg/Kg, Phosphorus (P) of 19,093.454 mg/Kg, Potassium (K) 13,324.924, C per N Ratio 32,169, Moisture Content 4.74%.

Regarding the results of the heavy metal content test, it was discovered that after planting Pteris vittata L., the heavy metal content Hg in the planting medium was reduced significantly. The Hg content in the planting medium in the form of tailings is 27.9 ± 0.11 mg/kh, while the Hg content in the planting medium in the form of tailings that has been mixed with compost is 28.6 ± 0.12.

The results of heavy metal uptake tests on plants showed that the upper part (stems and leaves) in the tailings planting media treatment could accumulate Hg of 18.4 ± 0.07 and the lower part (roots) could accumulate Hg of 2.07 ± 0.01. Meanwhile, in the treatment of tailings planting media that had been mixed with compost, the upper part (stems and leaves) could only accumulate Hg of 1.47 ± 0.07 and the lower part (roots) of 1.83 ± 0.07. This shows that the ability to accumulate the heavy metal Hg is more optimal in pure tailings planting media.

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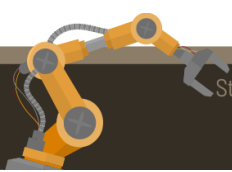
Metal accumulation in plants does not only depend on the metal content in the soil, but also depends on the chemical elements of the soil, type of metal, soil pH, and plant species (Juhrah & Alam, 2016: 2). Pteris vittata L. is known to have phytoextraction capabilities. Phytoextraction includes the absorption of contaminants/pollutants by plant roots and the translocation or accumulation of these compounds to plant parts such as roots, leaves or stems. The absorption of the heavy metal mercury by plants can be divided into three continuous processes, namely absorption of the metal by the roots, translocation of the metal from the roots to other parts of the plant and localization of the metal in certain cell parts so as not to inhibit the plant's metabolism (Ifanayanti, et al. 2019)

During the process of absorbing heavy metals, plants form a reductase enzyme in their root membranes which functions to reduce the metal, which is then translocated to other parts of the plant through transport tissue, namely xylem and phloem. To increase transport efficiency, metals are bound by chelate molecules (binding molecules) which are then accumulated throughout all parts of the plant, namely roots, stems and leaves.

According to Akbar (2017), in absorbing heavy metals, plants form a reductase enzyme in their root membranes which functions to reduce the metal which is then translocated to other parts of the plant through transport tissue, namely xylem and phloem. To increase transport efficiency, metals are bound by chelate molecules (binding molecules) which are then accumulated throughout all parts of the plant, namely roots, stems and leaves. Plants carry out an important inductive tolerance mechanism for heavy metals by synthesizing metal-binding polypeptides, namely phytochelatins. Phytochelatin is formed together with the synthesis of the enzyme glutathione synthetase.

Phytochelatin is synthesized enzymatically by phytochelatin synthase (γ-glutamylcysteine dipeptidyl transpeptidase) from glutathione. Phytochelatin is synthesized enzymatically by phytochelatin synthase (γglutamylcysteine dipeptidyl transpeptidase) from glutathione. The metal detoxification mechanism by phytochelatin occurs by phytochelatin binding metals which will then be transported into the plant vacuole for storage (Nopriani, 2011: 3).

The mechanism of tolerance to heavy metals is able to enzymatically synthesize phytochelatin from glutathione compounds. Vacuoles are the main organelles that store heavy metals that are absorbed by plants. When heavy metal ions are still in the cytosol, these ions will activate phytochelatin synthase. Phytochelatin will bind to metal ions and then be transported from the cytosol into the vacuole. Apart from that, metallothionein is also a protein that can bind heavy metals and functions for detoxification in plant cells.

It can be concluded that the pure tailings planting media treatment has a better ability to absorb the heavy metal Hg than the tailings + compost planting media treatment. This is in accordance with the statement by Sariffudin, Yosep, and Isrun (2017: 287) that compost plays a role as a source of organic acids which can control the solubility of metals in the soil. The use of compost in the planting media mixture increases the fulvic acid content which can enable plant roots to absorb heavy metals in the available form. Organic acids will bind heavy metals and remain in the soil according to the test results, namely the Hg content in the media after treatment was higher in the tailings + compost treatment at 28.6 ± 0.12.

Table 3. ANOVA test results for plant height

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.667	1	10.667	.865	.405
Within Groups	49.333	4	12.333		
Total	60.000	5			

Table 4. ANOVA test results for number f fronds

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.167	1	.167	.036	.859
Within Groups	18.667	4	4.667		
Total	18.833	5			

Based on the results of the ANOVA test, it is known that the sig value is 0.405, so it can be concluded that there is no significant difference with the Tailings + Compost media treatment on plant height growth. Likewise, the results of the ANOVA test on the number of fronds gave a value of 0.859, indicating that there was no significant difference between the Tailings media treatment and the Tailings + Compost media treatment regarding the addition of fronds.

Heavy metals found in soil can cause toxicity to plants. This will affect the ecosystem and can disrupt plant development and growth. Based on the results of measurements of Pteris vittata plant height, it is known that more optimal growth was found in the Tailings-Compost treatment with an average increase in plant height of 10.3 cm. In the tailings treatment, it was found that the average increase in plant height was only 9 cm. The number of leaves is related to plant height because the taller the plant, the more stem segments the leaves will come out of (Iswahyudi et al (2017).

Table 5. Edaphic parameters

Parameter	Treatments	
	Pure Tailing	**Tailing + Compost**
Soil pH	5,049	5,406
Soil Moisture	4,86	7,5
Soil Temperature	31,73 °C	31,53 °C

Based on soil pH measurements, it is known that the pure tailings planting media treatment had an average value of 5.049, while the tailings + compost planting media had a value of 5.406. When measuring soil moisture, it was found that the tailings treatment had a mean value of 4.86, while the tailings + compost planting media had a value of 7.5. The soil temperature shows the average of 31 °C.

So it can be said that it has met the growing requirements for Pteris vittata. L. Sandy (2016) believes that ferns can grow at pH values ranging from 5.5-8.0. Acidity levels (pH) have a significant impact on the growth of ferns (Pteridophyta), because they affect the plant's ability to absorb nutrients. At low pH the availability of some heavy metals increases. (Rahmawati, 2011).

According to Mus'af, Umar, and Yusran (2019: 201) edaphic factors have a very big meaning for plants. Edaphic factors or soil factors have a big influence on plant growth. This is because the main needs that ensure plant life come from the soil, such as nutrients, water and air. Therefore, the level of soil fertility greatly influences plant growth.

Compost contains humus which is beneficial for plant growth. Humus can also improve soil pH and increase the cation exchange capacity (K'TK) of the soil. Because it contains humus, compost also has the ability to react with metal ions to form complex compounds. Thus, metal ions are poisonous to plants and detrimental to the supply of nutrients to the soil such as Al and Fe. and Mn can be reduced by chelating it with organic material from compost (Setyorini. et al. 2015).
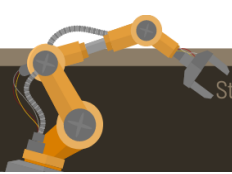
Table 6. Microclimatic parameters

Parameter	Score
Light Intensity	4932 lux
Air Humidity	51,9 %
Air Temperature	29,5 °C

Observations of microclimatic parameters show that the average light intensity is 4932 lux, the air humidity is 51.9%, and the air temperature is 32.12°C. In accordance with the statement of Wahyuningsih, Triyani, and Sepriyaningsih (2019: 30). Plant growth and development is influenced by various factors which can be divided into two, namely internal factors, namely genes and hormones. Meanwhile, external factors are water, minerals, sunlight, temperature and humidity (Apriyanti, 2017). The growth tolerance of ferns to light intensity according to Hoshizaki & Moran (in Lindasari et al., 2015) is 200-600 lux.

The relatively normal air temperature for fern growth is 32°C. The air temperature measured during observations located in the greenhouse met the optimal temperature for the growth of pteris vittata L. Good relative humidity for the growth of ferns generally ranges between 60-80% (Hoshizaki and Moran, 2001). This fern prefers places with high humidity (Adlini, 2021). It is known that in several measurements, air humidity is less than 60%, so this is thought to be the cause of suboptimal plant growth.

5. Conclusion

Based on the results of the analysis, it can be concluded that the ability of Pteris vittata L. to accumulate the heavy metal Hg is better in the pure tailings growing media treatment, 18.4 ± 0.07 in the upper plants (stems and leaves) and 2.07 ± 0.01 in the lower plants (roots). Pteris vittata L. can accumulate heavy metal Hg content in the planting media from 138 ± 0.28 mg/kh to 27.9 ± 0.11 mg/kh. Pteris vittata can be used as a hyperaccumulator plant that absorbs heavy metal contamination in the soil. Phytoremediation with Pteris vittata L. has extraordinary potential in Indonesia for overcoming heavy metal pollution that occurs in the environment.

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RELATIONSHIP BETWEEN AGE AND NUMBER OF CHILDREN WITH EXCLUSIVE BREASTFEEDING IN THE WORKING AREA OF KABUKARUDI HEALTH CENTER, WEST SUMBA DISTRICT

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Abstract

The study investigates the relationship between age status and the number of children with exclusive breastfeeding practices in the working area of Kabukarudi Health Center, West Sumba Regency, East Nusa Tenggara, Indonesia. Exclusive breastfeeding for the first six months is recommended by the Indonesian Ministry of Health. However, global statistics show that only 40% of infants receive exclusive breastfeeding, with 60% receiving complementary foods before six months. The promotion of exclusive breastfeeding is crucial for achieving Sustainable Development Goal 3.2, aiming to reduce infant mortality rates. Despite these recommendations, exclusive breastfeeding rates remain low. Method: This study employed an analytical observational design with a cross-sectional approach. The population consisted of 65 mothers with infants aged 0-6 months in the study area. The data collection method utilized total sampling. Data were collected using a validated questionnaire, and statistical analysis was conducted to determine the relationship between socioeconomic status, maternal knowledge, and exclusive breastfeeding practices. Results: The analysis revealed a significant relationship between age status and the number of children with exclusive breastfeeding practices. Mothers with mothers with less than three years of age and fewer than three children were more likely to practice exclusive breastfeeding. However, mothers with lower mothers with more than three to five years of age and more than three children were less likely to adhere to exclusive breastfeeding guidelines. Conclusion: This study highlights the importance of setting the ideal maternal age at having children and spacing and number of children to be effective in exclusive breastfeeding. Interventions such as targeted health education campaigns and specific support programs for poor families are recommended. Further research should explore local contextual factors and evaluate the effectiveness of the proposed interventions in improving exclusive breastfeeding practices in this region.

Keywords: Exclusive breastfeeding, Age status, Maternal, knowledge, Infant nutrition, East Nusa Tenggara.

1. Introduction

Exclusive lactation for 6 months is a recommendation recommended by the Ministry of Health of the Republic of Indonesia. This practice has a major impact on infant health and the achievement of Sustainable Development Goals (SDGs) 3, which seeks to end infant and toddler mortality by 2030[1]. Infant health is an important issue of global concern, and the practice of exclusive breastfeeding plays a role in attaining this target.

This research has considerable relevance in the context of infant health and the fulfillment of the 3rd Sustainable Development Goals (SDGs), especially in reaching the 2nd target of SDGs, namely ending newborn and toddler mortality by 2030 [3]. A prior study conducted by the World Health Organization (WHO) in 2017 indicated that only 40% of babies globally are exclusively breastfed, while the rest get supplemental foods before reaching 6 months of age [4]. In addition, statistics from Riskesdas in 2018 showed that exclusive breastfeeding coverage worldwide was only around 37.3% throughout the period 2007-2018 [5]. This prior research has indicated that there are still gaps in the adoption of exclusive breastfeeding recommendations [6], [7]. Therefore, this study is significant in the context of treating this issue and identifying the factors that impact exclusive breastfeeding. In addition, the study also related the practice of exclusive breastfeeding with factors such as the mother's age and maternal number of children. A recent study by Cohen et al. has demonstrated that these characteristics influence the practice of exclusive breastfeeding in babies [8]. Awaliyah et al. further stress the importance of family income in determining mother behavior linked to breastfeeding [9]. Therefore, this study will expand our understanding of these characteristics and how they interact in the context of exclusive breastfeeding habits.

Furthermore, this research will focus on the working region of the Kabukarudi Health Center, West Sumba Regency, where the degree of early breastfeeding is still fairly high. Case Profile. NTT (2013) found that roughly 22.2% of moms in this region administer early supplementary diets to infants before the age of six months. Data from the Kabukarudi Health Center (2021) further suggests that this practice still occurs in most babies in this

region. Therefore, this study will provide particular insights into the factors impacting exclusive breastfeeding habits in the region, which can be used as a basis for changes to mother and child health programs in the region (Case Profile. NTT, 2013; Kabukarudi Health Center, 2021).

To address infant health challenges and accomplish sustainable development goals, this research will make an important contribution in the understanding of the factors influencing exclusive breastfeeding practices, particularly in the working area of Kabukarudi Health Center, West Sumba Regency. The results of this study are anticipated to help design more effective strategies in increasing exclusive breastfeeding coverage and reducing early breastfeeding practices, which in turn can contribute to the achievement of sustainable development targets related to infant health.

2. Method

This study adopts analytical observational research methods with cross-sectional research design. A cross-sectional approach was used to understand the relationship between risk factors and effects at a single point in time, where each subject was observed only once. The population of this study consisted of all mothers who had babies aged 0-6 months in the working area of the Kabukarudi Health Center, West Sumba Regency, totaling 65 people. The sample of this study also consisted of mothers with infants aged 0-6 months living in the same area, with the number of samples corresponding to the population, using total sampling techniques.

This research was conducted in the working area of the Kabukarudi Health Center, which covers eleven villages in West Sumba Regency. Data was collected during March to April 2023. The research procedure involves several stages, including ethical testing by the Health Research Ethics Commission, obtaining research permission from the Head of the West Sumba Health Office, and explanation to respondents through informed consent before giving questionnaires.

The research instrument used is a questionnaire that has been tested for validity and reliability. The reliability test results showed a Cronbach's alpha value greater than 0.600, indicating that the questionnaire used was reliable..

3. Results

Table 1 Relationship of age Mother to exclusive breastfeeding

Age	Exclusive breastfeeding				Count		P value
	Good		Poorly				
	n	%	n	%	n	%	
< 35 th	42	85.7	7	14.3	49	100	0.001
> 35 th	9	56.3	7	43.8	16	100	
Total	**51**	**78.5**	**14**	**21.5**	**65**	**100**	

From the data in Table 1, mothers under the age of thirty-five years had much superior exclusive breastfeeding practices than mothers over the age of 35 years. In the age group below thirty-five years, most mothers (87.5%) provided exclusive breastfeeding well and only a minor proportion (12.5%) provided exclusive breastfeeding poorly. However, in the age group above thirty-five years, only a small proportion of mothers (22.2%) provided exclusive breastfeeding well, while most (77.8%) provided exclusive breastfeeding inadequately. Statistical analysis showed that the association between maternal age and exclusive lactation practices was significant, with a very low p-value (0.000). This demonstrates that maternal age may influence exclusive breastfeeding practices.

Table 2 Relationship of income to exclusive breastfeeding

the number of childreen	Exclusive breastfeeding				Count		P value
	Good		Good				
	n	%	n	%	n	%	
< three children	38	92.7	3	7.3	41	100	0.000
> three children	13	54.2	11	45.8	24	100	
Total	**51**	**78.5**	**14**	**21.5**	**65**	**100**	

The data in this Table 2 demonstrates a significant difference in exclusive breastfeeding practices based on the number of children of the breastfeeding mother. Of the 41 mothers who had <3 with a gap of 3 years between

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each child, 38 mothers (92.7%) practiced exclusive breastfeeding well, while only 3 mothers (7.3%) had inadequate exclusive breastfeeding practices. In contrast, of the 24 mothers who had more than 3 children with a distance of 1 to 1.5 years between each child, only 13 mothers (54.2%) provided exclusive breastfeeding well, while the other 11 mothers (45.8%) had inadequate exclusive breastfeeding practices. The statistical test results showed that there was a highly significant relationship between the number of mothers' offspring and exclusive breastfeeding practices, with a p-value of 0.000. This demonstrates that mothers with less than 3 children tend to have better exclusive breastfeeding practices compared to mothers with more than 3 children.

4. Discussion

The results of this study provide a significant picture of the relationship between maternal age and number of infants with exclusive breastfeeding practices in the Kabukarudi Health Center working area, West Sumba Regency. Previously, research conducted by the World Health Organization (WHO) indicated that exclusive breastfeeding is still a global problem, where only 40% of infants in the world are exclusively breastfed [11], [12]. This finding is in accordance with the results of previous studies in Indonesia, as reported in Riskesdas, which showed that exclusive breastfeeding coverage across Indonesia was only around 30.2% [5]. However, this study showed that there were significant disparities in exclusive breastfeeding practices based on maternal age and number of children. Mothers with an ideal age of less than 35 years and fewer than three children tended to have superior exclusive breastfeeding practices. This result is consistent with previous findings by Abegunde et al. who showed that maternal age factors influence exclusive lactation [13].

A deeper analysis of the factors that might influence the association between maternal age and number of children with exclusive breastfeeding practices revealed several essential aspects. First, health service accessibility factors may play an essential role in this practice. Distance to health facilities that support exclusive lactation, as well as the availability of relevant information and resources may influence mothers' ability to carry out this practice. Second, social support from family, acquaintances or the community may also influence mothers' motivation and ability to continue exclusive breastfeeding practices. Family involvement in supporting exclusive breastfeeding is also essential. Finally, analysis of differences in knowledge patterns between socioeconomic groups can provide insight into access to information and level of involvement in health education programs that influence exclusive breastfeeding practices.

In the context of these findings, improving mothers' knowledge about exclusive breastfeeding and efforts to increase family understanding about the optimal age of having children, child spacing, and number of children can be a strategic step in improving exclusive breastfeeding practices. The implication of this study is the need for special education and support programs for mothers with low knowledge and low socioeconomic status to better practice exclusive lactation. In addition, this study also functions as a basis for further research to examine more deeply and find more effective solutions in increasing exclusive breastfeeding coverage in this region.

Recommendations for further research and practical action are very essential based on the results of this study. First, further research could employ vertical and longitudinal assessment approaches to identify changes in exclusive breastfeeding practices over time. This will help in monitoring long-term trends and understanding changes in the factors influencing the practice. Furthermore, ethnographic approaches and qualitative research can be used to investigate aspects of culture, social norms, and individual experiences that influence exclusive breastfeeding practices in depth.

Practical recommendations include the development of more focused health education campaigns, particularly aiming at mothers with low levels of knowledge about exclusive breastfeeding [10], [16], [17]. In addition, it is necessary to consider the implementation of special support programs for families with low socioeconomic status, which can include financial assistance, emotional support, or assistance in access to health services that support exclusive lactation practices [13], [18]–[21]. It is also essential to conduct a comprehensive evaluation of the efficacy of all proposed interventions to ensure that they have a real impact in improving exclusive breastfeeding practices in the region.

5. Conclusion

This study highlights the importance of setting the ideal maternal age at having children and spacing and number of children to be effective in exclusive breastfeeding. Interventions such as targeted health education campaigns and specific support programs for poor families are recommended. Further research should explore local contextual factors and evaluate the effectiveness of the proposed interventions in improving exclusive breastfeeding practices in this region.

Acknowledgement

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INTEGRATING INDIGENOUS KNOWLEDGE INTO SCIENCE LEARNING: AN ANALYSIS CONCEPT

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Abstract

Local wisdom is marginalized, and many students are indifferent to it. Integrating indigenous knowledge into science learning is the most effective way to overcome this problem. This study focuses on Angklung as indigenous knowledge and aims to analyze concepts that can be integrated into science learning. The study uses a qualitative method. Data was collected from informants who knew about Angklung. The result of the study found that scientific concepts in Angklung are frequency, wave interference, pipe organ, musical scale instrument, bamboo biodiversity, and the human auditory system. The integration of Angklung in science learning can be applied to vibration and wave learning following the basic competencies in the 2013 curriculum. Integrating Angklung in science learning can be implemented using the connected type to combine the concepts of biodiversity and auditory systems in vibration and waves to create meaningful learning.

Keywords: Angklung, Concept analysis, Indigenous knowledge, Science learning

1. Introduction

Local wisdom is marginalized because they are considered not to follow the demands and developments of this era. Local wisdom is ignored because it is considered strange and contrary to scientific knowledge [1]. Explanation in indigenous science is more difficult to understand when compared with western science, which has succeeded in producing predictive and explicit ability [2]. Society has inequality, so cultural values and local wisdom are abandoned.

An effective way to introduce indigenous knowledge that applies to society in the education context is to integrate indigenous knowledge into the learning process [3]. Students usually bring many ideas to class with different experiences and backgrounds, including statements in interpreting the understanding of science concepts. Science teaching should emphasize learning based on knowledge and experience that students already have, like local wisdom that students have encountered before [4]. Local wisdom that follows the area where students come from is an experience concretely to create meaningful learning. Everything that students experience can be a source of scientific knowledge [5].

Students from West Java must be familiar with the *Waditra* Angklung, a traditional musical instrument made of bamboo recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2010 as a Representative List of the Intangible Cultural Heritage of Humanity. Angklung has experienced a very long history. Angklung has undergone various changes in form, function, and tone [6]. But until now, Angklung still survives and now the type of rhythm and tone is different from its original tone. It can be concluded that Angklung can adapt to the times to survive amidst the brunt of modernization.

Angklung has given its identity to traditional agrarian societies, such as the Baduy tribe [7]. Residents usually perform a ritual with an angklung art performance to invite Dewi Sri back to earth and give her blessings for the fertility of rice plants. However, the angklung is closely related to rice rites, usually performed outside of rice rites. This angklung is an example of indigenous knowledge from the Baduy tribe, which has the potential to be integrated into science learning. Integrating indigenous knowledge into science learning allows local knowledge to gain space and make scientific knowledge accessible with different perceptions [8].

Indigenous knowledge contributes positively to scientific knowledge. However, it is challenging for educators and researchers to develop learning designs to remain in synergy with the demands of today's era without abandoning the contained local cultural values. Teachers must realize that indigenous and western knowledge of what is taught in the classroom are closely related and complemented. Indigenous knowledge can facilitate the application of cultural values to students contextually using local wisdom based on an area [9] like Angklung from West Java. Contextual learning using Angklung can help students understand the concept of science according to what they see and feel. To integrate indigenous knowledge into science learning, teachers must understand the scientific concepts contained in indigenous knowledge. This research focuses on indigenous

knowledge in West Java, namely Angklung. This study aims to analyze concepts of Angklung, which can be integrated into science learning.

2. Method

This study uses a qualitative method. Data were collected from informants who knew about Angklung, namely the founder of Saung Angklung Udjo in Bandung, a lecturer in the Angklung and Bamboo Music Study Program at Institut Seni Budaya Indonesia (ISBI), and Angklung Craftsmen. Also, documents related to Angklung are in the ISBI library and the science curriculum in junior high schools. These sources provide valuable information to help researchers analyze the scientific concepts that exist in Angklung [10]. The author is also directly involved in producing Angklung.

After the interviews with the informants and during the interviews were recorded. Audio recording data is converted into sentences corresponding to the actual data, so there are no changes. Then, document analysis was carried out on the junior high school curriculum. Then, the relevant concepts were analyzed between the source information and the junior high school content.

3. Results and Discussions

The content analysis can inform how a phenomenon can be scientifically explained and determine the knowledge needed to understand the phenomenon [11]. The content analysis is required to decide which Western science should be discussed in the classroom. The content analysis will make it easier for teachers to integrate indigenous knowledge into science learning. The Focus of the study is Angklung as indigenous knowledge. As a traditional musical instrument, Angklung can be integrated into science learning.

Science Concept of Angklung

As a traditional musical instrument, Angklung can be integrated into science learning. The science concept contained in Angklung as indigenous knowledge : (1) Frequency; (2) Wave interference; (3) Organ pipes; (4) Musical scale instrument; (5) Biodiversity in bamboo, and (6) The auditory system in humans. These six concepts can be taught in science lessons in junior high schools.

The first concept is frequency. Because sound is a wave, it causes waves to have a frequency. The sound frequency can vary depending on the sound source [12]. The equation of frequency is shown in Equation (1)

$$Frequency\ (f) = \frac{1}{Period\ (P)} Frequency\ (f) = \frac{1}{Period\ (P)} \quad (1)$$

In this study, the sound source comes from Angklung. In addition, the Angklung has two sound tubes as sound sources which are shaken simultaneously. If the two sound sources meet, then the two waves from the sound sources will superpose so that an interference pattern occurs, as shown in Figure 1.
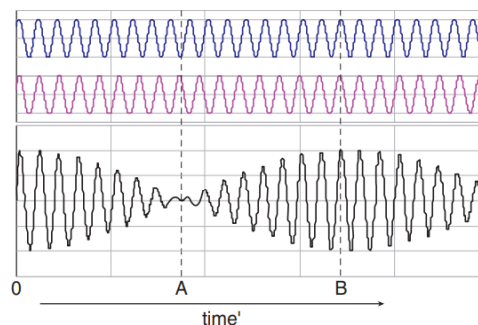
Figure 1. Wave interference pattern

Figure 1 visualizes that Angklung has two resonator tubes. The blue color pattern indicates a large tube, while the pattern for the pink color indicates a small tube. When playing Angklung, large tubes and small tubes are played simultaneously, as shown by a black color pattern.

The next concept is the organ pipe. In Angklung there is an air column that is on the base tube which is a vibrating place so that it can produce sound. Angklung is an example of an open organ pipe. Angklung is played by shaking all the tubes. In the base tube of Angklung, there is an air column. When the air is in the column, the air vibrates and produces sound waves. Angklung, an example of an open organ pipe, refers to an air column without a cover so that the ends are open.

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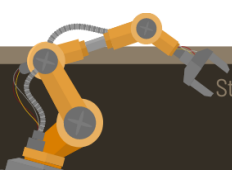
In Angklung, different tones have different frequencies [13]. The types of bamboo used to produce angklung are of various types and have different characteristics, as shown in Figure 2. Black bamboo and apus have a frequency that is suitable for use in angklung production [14].

Figure 2. Type bamboo for produced Angklung

Angklung is a traditional musical instrument where human ears can hear the music. The human ear can hear sound due to the vibration of the eardrum (tympanic membrane). The vibrations in the eardrum are caused by the vibrations of the air molecules that carry sound. This event is called "resonance". The nerves will interpret vibrations in the eardrum in the cochlea, and the brain translates it as sound. The mechanism of the auditory process in humans is shown in Figure 3.
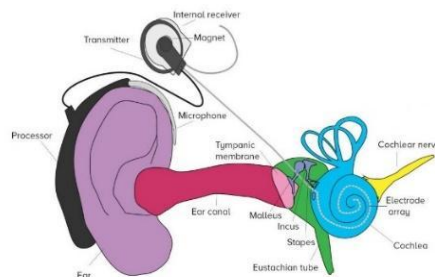
Figure 3. Mechanism of the auditory process

Integrating Angklung into Curricula Science in Junior High School

Based on the analysis of the scientific concept of Angklung, it can be interpreted that Angklung as indigenous knowledge can be interpreted in science learning. Previous research stated that traditional musical instruments are suitable for application in science learning [15], [16]. Document analysis in the science curriculum was carried out to support this fact. The study found that Angklung can be integrated into science learning on vibration and wave material. In the 2013 curriculum, this material is taught in class VIII by:

KD 3.11 Analyzing the concepts of vibration, waves, and sounds in everyday life, including the human auditory system and sonar system in animals

KD 4.11 Presents the results of experiments on vibrations, waves, and sounds

The science curriculum found that the basic competencies suitable for integrating Angklung are the concepts of vibration and waves. These results align with previous research stating that Angklung as a traditional musical instrument can be used to explain the concept of vibrations and waves [17], [18]. Besides vibration and wave material, there is also Biodiversity in bamboo and the human hearing system concepts. The Connected type can apply in science learning that integrates into indigenous knowledge, as shown in Figure 4.
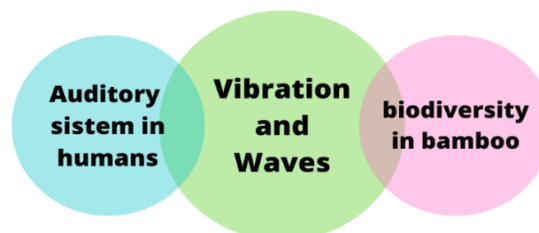
Figure 4. Connected Type in Science Learning

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Figure 4 shows that integrating Angklung as indigenous knowledge can be implemented using the Connected model. The connected model is a curriculum development model that combines one concept with. In this study, vibration and waves are the main concepts connected with biodiversity in bamboo as the basic material for making Angklung and the human hearing system. Previous research stated that integrated science learning using the connected type is suitable for application in science learning [19].

The concept mapping is carried out to integrate indigenous knowledge into science learning. The science concept mapping on Angklung is shown in Figure 5. The science concept contained in Angklung is vibration and waves related to frequency. In music, amplitude is related to loudness, and frequency relates to the tone's pitch [20]. Bamboo, as the basic material for making Angklung, has various types of bamboo and has different characteristics so that the concept of biodiversity can be taught [21]. The sound produced in Angklung can be heard by human ears so that the mechanism of hearing can be taught to students.
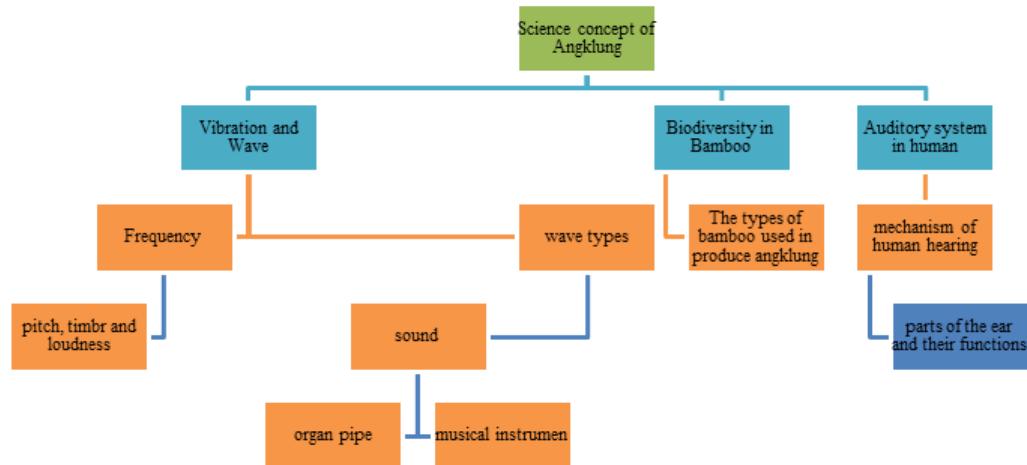
Figure 5. The concept map of science concept in Angklung

4. Conclusion

Local wisdom is marginalized and affected by the progress of the era. Integrating indigenous knowledge into the educational context is the most effective way to overcome this problem. Indigenous science and western science are related. Angklung, an example of indigenous knowledge in this study, can be integrated into science learning. The science concepts in Angklung are frequency, wave interference, pipe organ, musical scale instrument, bamboo biodiversity, and human auditory system. The integration of Angklung in science learning can be applied to vibration and wave learning following the basic competencies in the 2013 curriculum. In integrating Angklung in science learning, it can be implemented using the connected type to combine the concepts of biodiversity and auditory systems in vibration and waves to create meaningful learning.

The limitation of the study is not to discuss all the concepts in detail, namely adapted to the current curriculum, namely the 2013 curriculum. Future research can conduct an in-depth discussion of the concepts contained in the Angklung in detail such as the equation of physics and cultural values contained in Angklung.

Acknowledgment

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PERCEPTION OF THE IDEAL LABORATORY SCHOOL IN THE FUTURE

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Abstract

This research aims to develop an effective and efficient grand design of laboratory school as a standard that needs to be applied in school management. This research is an initial study which is part of the development research in developing the grand design of the laboratory school model, especially at Yogyakarta State University. This research was used to examine the internal and external conditions of the ideal laboratory school in the future at Yogyakarta State University. The data collection techniques used were questionnaires, interviews, and documentation. The data analysis technique used was descriptive to describe the internal, external, and ideal conditions of the school. The development of the laboratory school at Yogyakarta State University considers the National Education Standards and the philosophical foundation of Ki Hajar Dewantara. These two bases are expected to make a standardized laboratory school in accordance with national standards of education and can meet the needs of the community for quality education and empower students' self-development. In conclusion, the eight standards developed based on internal and external needs assessment are expected to be able to accommodate the academic and non-academic needs expected by the community and stakeholders.

Keywords: grand design, laboratory school, ideal

1. Introduction

The research strategic plan of Yogyakarta State University in 2021-2025 became a laboratory school model as an effort to improve the quality of research-based learning and STEAM (connecting knowledge and technology). This effort is a form of educational innovation system to make the lab school a model school for other schools, both at the pre-school, primary and secondary school levels. As a form of educational innovation, it needs to be designed in such a way that it is able to meet the needs of students and community satisfaction in the field of education, both knowledge and the use of renewable technology in education.

Perceptions related to laboratory schools in the Yogyakarta State University environment are very diverse. Perceptions that are positive or negative will always affect the perspective of one's treatment [1], [2]. Perceptions of schools are not only limited to classrooms and teachers. If reviewed more deeply, the perception of school quality is associated with the level of school success in providing quality education [3], [4]. Perception is one of the keys to whether or not a school laboratory can be trusted by future users.

So far, the implementation of lab schools at Yogyakarta State University is still managed by each faculty through a programme of research activities and community service from related lecturers. This causes each faculty to have a lab school that has not been managed by a unit and has standardized standards. This standard will be prepared as a benchmark in building and developing lab schools, both in terms of resources, educational management, and the use of technology in the field of education.

The existence of the laboratory school foundation is expected to be able to oversee the lab schools owned by each faculty, so that school management becomes clear, the curriculum that is compiled contains peculiarities that distinguish schools in general, and make lab schools the choice of parents in educating students. This hope can be achieved by preparing a grand design to bridge the internal conditions in the field, external conditions in schools, and the ideal conditions expected. The preparation of this grand design will later help the foundation in managing laboratory schools in the environment of Yogyakarta State University to be effective and efficient, so as to support the achievement of the vision and mission of the Foundation, in general, and the vision and mission of schools in general.

Various levels of education from preschool, primary education to secondary education are the foundation's priorities in the future. The preschool period is a time when stimulation of all aspects of development plays an important role for further developmental tasks [2]. Primary education as a process that provides basic intellectual skills in reading, writing and arithmetic, as well as the process of developing learners' basic abilities optimally in intellectual, social, and personal aspects [5]. Meanwhile, secondary education aims to educate or train students to have certain knowledge and skills in accordance with the field chosen by students [6].
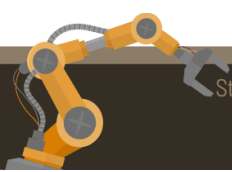
This research aims to develop an effective and efficient grand design of laboratory schools as a standard that needs to be applied in school management. The feasibility study of the grand design of this laboratory school model can be explained as follows (1) Referring to the 2021-2025 strategic plan of Yogyakarta State University regarding the education innovation system through improving the quality of research-based learning and STEAM; (2) Pilot the accuracy of the use and feasibility of educational products and educational supporting technologies to support the improvement of academic quality, facilities and infrastructure, and school management; (3) Encouraging the achievement of successful school models to support students' academic development with the use of the latest technology developed by students and educators at Yogyakarta State University; (4) Cooperation partners for lecturers and researchers who want to research and apply research products and community service, so that they become the first users and succeed as an example to support students' academic and non-academic development; and (5) Learning laboratories for students or prospective educators in pre-school, elementary, and secondary school environments.

2. Method

This research design was carried out with two steps, namely initial research and developing a grand design of the laboratory school model of Yogyakarta State University. This research was used to examine the internal conditions and external conditions in each laboratory school owned by Universitas Negeri Yogyakarta. Internal conditions consist of problems experienced by the organization, both in terms of management, education management, and infrastructure, school conditions based on institutional leaders, surveys to parents of students and the surrounding community about problems in schools and expectations needed, expected forms of service, and views on schools. External conditions consist of problems outside the school that can interfere with the continuity of academic management and management activities at the school. Both conditions were then considered based on ideal conditions by reviewing written regulations within Yogyakarta State University and other relevant regulations. After knowing the conditions that occur and finding efforts to be able to meet the needs of laboratory school users, then develop a grand design of the Yogyakarta State University laboratory school model. The development of this design went through several steps, namely the initial model, expert review, and revision of the model based on the results of the expert test.

The data collection techniques used were questionnaires, interviews, and documentation. The questionnaire was used to collect data on the internal and external conditions of the school. The calculation of the validity and reliability of the questionnaire used expert validity to examine in depth the constructs of the variables studied in revealing the problems in the field. Interviews were used to explore more in-depth data on the implementation of school management, education management, and school infrastructure activities. Documentation related to the condition of laboratory schools in the field. The data analysis technique used was descriptive to describe the internal, external, and ideal conditions of the school.

3. Results

The grand design of the laboratory school of Yogyakarta State University was developed into five steps in the period 2023-2027, namely as follows (1) assessment; (2) laboratory school design; (3) early stage development and evaluation; (4) further development and evaluation; and (5) dissemination and follow-up (see figure 4.1). The development of laboratory schools refers to the Indonesian National Education Standards in Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021, including 8 standards, namely (1) Content standards; (2) Process standards; (3) Graduate competency standards; (4) Educators and education personnel standards; (5) Facilities and infrastructure standards; (6) Management standards; (7) Financing standards; and (8) Educational assessment standards. The results of this study are a description of the first phase of the laboratory school of Yogyakarta State University which was developed based on the results of internal and external needs assessment. The internal assessment was aimed at the Dean of the Faculty at Yogyakarta State University, while the external assessment was aimed at school principals and parents of students. The data from this assessment is then used as the basis for designing the design of the Yogyakarta State University Laboratory School.
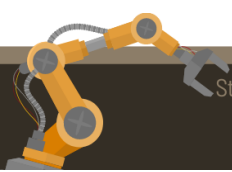
Figure 1. Grand design of Yogyakarta State University Laboratory School

Internal Assessment Results

Table 1. Internal assessment results table

No	Indicator	Result
1	Academic and student skills	Human resources who are creative and capable of self-development to achieve the school's vision
		The school specializes in competence areas and talents
		Renewable technology and center of excellence
		The laboratory school adapts to the needs of the business and industrial world
		The curriculum accommodates the development of the 7 Cs in learning, namely: Critical thinking, Creativity, Collaboration, Communication, Information and Media literacy, Computing and ICT literacy, Cross cultural understanding, Career and learning self-reliance, Innovative learning models, Utilization of laboratories, surrounding nature, and social interaction, Utilization of information technology, such as the internet of things, augmented reality, virtual reality, and artificial intelligence, Pancasila learner profile, Improved teacher competence, such as lesson study and classroom action research.
		Vocational laboratory schools in sports, economics, engineering and arts
2	Curriculum distinctiveness	The character of kejogjaan and Indonesia
		Leadership values
		Curriculum in accordance with the field
		Curriculum that explores local potential by showcasing the study programme's superior products, entrepreneurial development, and further study
		Expertise-specific competencies
		Innovative, Flexible, Project-based cross-subject collaboration, Science, Technology, Engineering, Fine Arts, and Mathematics (STEAM) approach, Culture and local wisdom, Environmentally friendly industry, Development of digital literacy, technology, science, culture, and environment), Javanese culture-based curriculum, and Yogyakarta's characteristics.
		Competency or skills-based and Project-based curriculum
3	Particularities in educational evaluation	Academic and Non-academic
		Student ability and aptitude
		Academic processes, academic and non-academic assessment instruments, and assessments to recognise students' academic and non-academic achievements.
		Achievement of learner competencies
		Assessment leads to high order thinking skills (HOTs), Critical thinking and creative problem solving assessment design in each subject, Measurement of media literacy, computing and ICT literacy, cross-cultural understanding, and learning and career independence.
		Project-based evaluation and Authentic or process assessment
4	Cost standard	Operating costs, Personal costs, and Investment costs include facilities and infrastructure.
		Operating costs, Personal costs, and Investment costs include facilities and infrastructure.

No	Indicator	Result
		Academic implementation costs, Managerial costs, Facilities and infrastructure, and Investment costs a. Academic, including: Learning operational costs, teaching materials and media costs, teacher competency development costs (classroom action research, training, further study, and competitions), learning resource library procurement costs, teaching and education staff honorarium costs, practicum costs, assessment and evaluation implementation costs b. Education services, including: School administration costs, extra-curricular costs, water and electricity costs, and internet services. c. Infrastructure, including: Learning building facilities, Sports fields, Laboratories, Cultural arts, and Interest and talent development facilities. d. Support costs, including: Costs for coaching outstanding students and school committee meetings The cost of education, the cost of infrastructure or materials, and the cost of laboratories
5	Cost range (1 year)	10.000.000 – 15.000.000 5.000.000-10.000.000 5.000.000-10.000.000 15.000.000-20.000.000 20.000.000-25.000.000 15.000.000-20.000.000
6	Human resources	Human resources and infrastructure Excellent and Competent Human Resources Practitioner lecturers and assessor lecturers or auditors in competency tests Competent human resources in curriculum, learning and education development Lecturers mastering MIPA, laboratory management, STEAM development and innovative learning models, MIPA laboratories, biological gardens, and experimental gardens Practitioners or experts in the business world and the industrial world
7	Ideal facilities and infrastructure	Study room, office room, library room, laboratory, sports field, student organization room, school health unit room, guidance and counseling room, canteen room, cooperative room. Multipurpose room or building, student toilet, teacher toilet, and worship room Classroom, Field, and Laboratory The ideal laboratory Classroom, Laboratory, Competency simulation, HR room, and Administration room Learning building, Sports field, Laboratory, Cultural arts, Interest and talent development facilities Laboratory
8	Products of each faculty	Learning media, teaching materials, and practice materials Human resources, research results, and development of test and measurement tools Tangible Curriculum, teaching materials, media, and school development plan MIPA learning media, such as AR, VR, IoT, teaching materials, LKPD modules, and assessments vocations
9	Appropriateness of study programme and school level	Elementary School Teacher Education, Early Childhood Education, Guidance and Counseling, and Psychology Sports schools, sports centers, and sports clubs Building, Automotive, Electronics, Electronic machinery, Informatics, Mechatronics, Tourism, Catering, and Fashion. Accounting, Business management, Office administration, and Entrepreneurship Senior High School and Vocational High School (integrated science)
10	Criteria for Standard	Implementation procedures, Publication procedures, and Evaluation procedures Continuous research development and community training

No	Indicator	Result
	Operating Procedures for research and community service for UNY lecturers and students	Group according to science clusters, Collaboration of science clusters, Student involvement
		Desk evaluation, Seminar on proposal discussion, Determination of winner, Contract Implementation, Monitoring and evaluation, Results seminar, Evaluation of output achievement, and Assessment criteria
		Have research competence and Have analytical data to solve problems in society
		A letter of introduction from the faculty, Ethical clearance for implementation, and Theme and topic approved by the school in line with the current curriculum programme.
		Project-based and there is a product produced
11	Criteria for Standard Operating Procedures for research and community service for lecturers and students outside UNY	Relevance and usefulness in curriculum development
		Published research results and increased community service cooperation outside UNY
		Group according to science clusters, Collaboration of science clusters, Involvement of students, Desk evaluation, Proposal discussion seminar, Determination of winners, Contracts
		Implementation, Monitoring and evaluation, Results seminar, Evaluation of output achievement and assessment criteria
		Critical thinking and tenacity
		Themes and topics approved by the school are aligned with the current curriculum programme
		Usefulness for the development of learning programmes and school programmes
12	Laboratory school expectations	Media for the scientific development of the study programme by having a characteristic that makes parents proud.
		Laboratory school to match students' talents
		UNY Partners
		Graduates match the competencies needed by business and industry
		Research school
		Supporting laboratory

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The results of the external assessment on school principals and parents can be shown in table 2 as follows.

Table 2. External assessment results

No	Indicator	Headmaster	Parents
1	Contents	a. Characterized education centers b. Innovation in education c. Curriculum in accordance with the development of science and technology	a. Innovation in learning b. Curriculum innovation c. The curriculum needs to pay attention to children with special needs d. The committee is involved in curriculum development e. Implementation of inclusive schools
2	Process	a. Application of technology in learning b. Applying new theories in learning c. Interesting learning	a. Exam grids are provided at the beginning of the semester. b. Practice exam questions c. Academic remediation procedures d. Character value development e. Learning materials at school need to teach about sexual and reproductive health f. Availability of school pack books at the beginning of learning g. Learning according to children's characteristics h. Accessibility of services for students and children with special needs i. Extra-curricular activities

No	Indicator	Headmaster	Parents
3	Graduate competence	a. Students can continue their education completely b. Graduates with character, excellence and global competitiveness	a. Student visits for professional education, such as hospitals and nursing homes b. Self-development activities for students, such as bullying, self-recognition c. Disaster simulation activities for students d. Student learning independence e. Development of children's talents and interests
4	Educators and education personnel	a. Professional human resources b. Actively involved and participating in activities in UNY environment c. Training for teachers d. Sports expert	a. Competent teaching staff b. Adequate accompanying teachers available c. Active teachers and teaching staff d. Permanent teacher recruitment procedures e. Teachers in accordance with competence f. Accompanying teachers are adjusted to the number of students
5	Facilities and infrastructure	a. Facilitation of e-modules in learning b. Learning media according to children's characteristics c. IT utilization in learning d. Fulfillment of practicum facilities and infrastructure	The need to add school levels, namely Junior High School and Senior High School, Development of facilities and infrastructure, Laboratory space, Healthy canteen, Co-operative, School health unit, Guidance and counseling room, Complaint call center, Library room, Religion room, Standardized toilet, Reading corner, Lockers, Religion room, School security, Standard equipment and supplies for each class, School traffic flow, and Maintenance of facilities and infrastructure
6	Management	a. Ministry of Education, Culture and Research partners for piloting new policies b. Educational research purposes c. Collaboration between school and UNY	a. Cooperation with external parties b. Laboratory school management structure c. Communication between educators, parents, and students
7	Financing	Cost-effective learning	Procurement of national science competencies, Monday competencies, and national culture
8	Education assessment	Monitoring, evaluation, and follow-up activities	a. Evaluation by providing student exam results to parents b. Evaluation involves parents to get an overview of the results c. Development of student learning programme for parents

4. Discussion

The grand design of the laboratory school refers to the results of internal and external assessments and the Indonesian National Education Standards in Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021, including 8 standards described in the following chart.

Strengthening Technology-Based Character Education and Research Quality
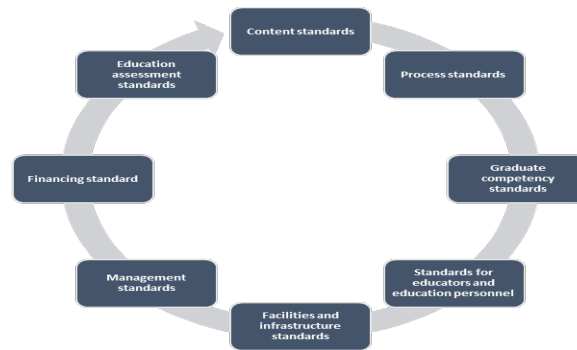
Figure 2. Indonesia's National Education Standards

Content Standard

The philosophical foundation of the curriculum that is implemented uses the distinctiveness of Yogyakarta culture, namely Ki Hajar Dewantara, ing ngarso sung tulodho, ing madya mangun karsa, tut wuri handayani [7]–[12]. The term means that as an educator, at the front must set an example, in the middle must build ideas and ideas, and at the back must be able to provide motivation and support to their students. After the philosophical foundation is formulated, the epistemology of curriculum development accommodates critical thinking, creativity, collaboration, communication, information, and media literacy, computing and ICT literacy, cross-cultural understanding, and career and learning self-reliance. Based on these philosophical and epistemological foundations, a draft vision and mission of the laboratory school was then prepared, which also refers to the vision and mission of Yogyakarta State University.

The vision of the laboratory school is: a school that is superior, critical, creative, collaborative, independent, innovative, cultured, and exemplary. This vision is supported by several missions, namely: 1) realizing quality education management, transparency, accountability, and modernisation, 2) realizing superior human resources, critical, creative, collaborative, independent, innovative, cultured, and exemplary, 3) realizing superior facilities and infrastructure, creative, collaborative, independent, innovative, and exemplary, 3) realizing superior educational practices, critical, creative, collaborative, independent, innovative, cultured, and exemplary, 4) realizing research activities in schools that are superior, critical, creative, collaborative, independent, innovative, cultured, and exemplary, 5) realizing community service activities that are superior, critical, creative, collaborative, independent, innovative, cultured, and exemplary.

The objectives of the laboratory school are: 1) producing quality, transparent, accountable, and modernized education management by utilizing the latest science and technology, 2) producing graduates who are superior, critical, creative, collaborative, independent, innovative, cultured, and exemplary, 3) the implementation of educational activities that are fun, effective, and develop the full potential of students, 4) producing networks involving academic and non-academic activities at the national level, 5) the implementation of research products that can be utilized for the development of learning activities, both academic and non-academic, 6) the implementation of community service products that can be utilized for the academic and non-academic development of students.

Furthermore, the curriculum of school students contains subject matter that must be completed and mastered by students in accordance with the level of education pursued and adjusted to the academic abilities of students. The application of the criteria for passing student academic grades is adjusted to the minimum standard of student academic achievement. The criteria for determining the minimum standard of academic value completeness are adjusted to the results of the assessment in each class at a certain level of education. Subjects mastered by students can or may be adjusted to the national academic regulations at a certain level of education and / or added to the specialities owned by the school. The determination of the speciality of this subject is adjusted to the decision between the school, the results of the analysis of student needs, conditions in the field, and the school committee. The list of subjects that students must take are: 1) religion, 2) Pancasila, c) Indonesian Language, d) Local Language, e) English, f) Maths, g) Natural Science, h) Social Science, i) Arts and Culture, j) Physical Education and Sport, k) Skills or Vocational, l) Local Content.

Furthermore, there are other subjects that are unique to laboratory schools, as well as differentiating them from the national curriculum, namely 1) Manners, 2) Disaster, and 3) French language.

Process Standard

The learning process standard covers characteristics, planning, implementation and control.

Characteristics

a. Characteristics of learning are innovative, holistic, flexible, collaborative, culture and life-based.

b. The innovative nature is interpreted as the learning process is carried out innovatively and is able to develop students' creative thinking innovations through teacher and student interactions.

c. Holistic nature means that the learning process is able to develop students' mindset more broadly and thoroughly by internalizing the values of novelty and local wisdom.

d. The flexible nature is intended as the achievement of student academic success can be achieved according to the characteristics of the academic and non-academic abilities of students in each Force at a certain level of education.

e. Collaborative nature is intended as the learning process emphasizes collaboration between subjects and/or collaboration between subjects and students' real life.

f. Culture-based is intended as the learning process still emphasizes the cultural values embraced by the school philosophically to shape students' academic and non-academic abilities without having to abandon local wisdom values.

g. Life-based means that the learning process is linked to the real life of students to provide a real picture or explanation of the link between theory and real practice in the field..

Planning

a. Every teacher must develop learning in accordance with the objectives and characteristics of the students taught in each Force at a certain level of education.

b. Every teacher must plan a systematic learning process by referring to textbooks or diktat.

c. Every teacher is obliged to make a syllabus and lesson plan before starting learning.

d. The lesson plan needs to take into account student activeness, the characteristics of the tasks given, the application of the latest science and technology, assessment, and follow-up.

e. The lesson plan can be provided by the teacher at the beginning of the lesson through the parents at the school committee meeting.

f. Teachers can develop textbooks or diktats according to the study findings in the learning field.

Implementation

a. The implementation of the learning process pays attention to student activeness, seeks to arouse curiosity, provides opportunities for students to access knowledge, provides opportunities for students to make good use of learning facilities, and facilitates students who need further assistance in relation to learning activities or other relevant subjects.

b. The implementation of the learning process provides space for students to develop the ability to think critically, creatively, collaboratively, independently, innovatively, excellently, culturally, and become exemplary.

c. The implementation of the learning process still prioritizes cultural values and manners that are upheld to form students' good character.

d. The student learning load is in accordance with national competency standards and takes into account the distinctiveness of the curriculum owned by the laboratory school, as well as the academic and non-academic abilities of students.

e. For students with special needs, the implementation of the learning process will be accompanied by a companion teacher who aims to improve students' academic and non-academic mastery.

f. For students who take part in academic visit activities, it will be adjusted to the subjects taken.

Control

a. Universities, laboratory school units, and faculties act to monitor, review, and periodically improve the implementation of the learning process, at least learning methods, teaching materials, and improving teacher competence.

b. The Head of the Foundation has a standard procedure for conducting continuous assessment of the teaching and learning process in schools in order to improve learning programmes.

Graduate Competency Standards

The Graduate Competency Standards of laboratory schools include the following provisions.

a. Students are declared graduates if they have met the minimum graduation score in the final year of school.

b. Students are declared to have passed if they have met the minimum score threshold in the subject tested.

c. Students are able to develop their talents and interests to support academic and non-academic abilities.

d. Students have the right to participate in self-development activities to provide provisions for life and other mastery skills needed.

e. Students have academic and non-academic independence needed to solve daily life problems. e. Students have academic and non-academic independence needed to solve daily life problems..

Standards for Educators and Education Personnel

Recruitment System

The recruitment system for educators and education personnel is determined by Yogyakarta State University by considering the graduation standards set by the Laboratory School Unit and the Head of the Foundation.

Academic Qualifications

a. S1 / S2 / S3 according to the competence of the expertise possessed and the subjects taught.

b. Have a certificate of academic competence.

Workload

Teacher workload is determined based on their academic qualifications, as well as their main duties and functions in teaching and learning activities.

Status of Educators and Education Personnel

The status of educators and education personnel is a permanent teacher of the Foundation who obtains rights and obligations that are equivalent to national standards and / or adjusted to the capabilities of universities and institutions.

Guarantees, Rights, and Obligations of Educators and Education Personnel

a. Educators and education personnel have guarantees of income, adequate social security, appreciation of duties and work achievements, career development, legal protection, use of facilities and infrastructure, and self-development.

b. Educators and education personnel have the right to improve competence, scientific autonomy, academic freedom, and freedom for professional or scientific organizations.

c. Educators and education personnel in carrying out their duties are obliged to: 1) uphold laws and regulations, laws, codes of ethics, values, religion, and ethics, 2) create a safe, fun, creative, innovative, critical, collaborative, independent, innovative, cultured, and exemplary learning atmosphere, 3) be committed to carrying out professional activities in order to improve the quality of education, 4) maintain the good name of the school and be a role model for every school citizen and the wider community, 5) carry out the main duties and functions that have been determined, 6) provide protection to students from harmful things, and 6) act objectively, non-discriminatorily, and tolerance towards all school citizens.
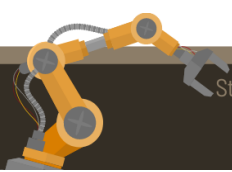
Career Development of Educators and Education Personnel

a. Participating in training organized by certain institutions. At this time the training that can be attended by teachers and organized by the Laboratory School Unit, including: 1) training on Fun Public Speaking Training for Students, 2) development of Entrepreneurship and Digital Marketing Skills for Lab School Teachers, 3) development of Pedagogic Skills Online and Offline, and 4) Mitigation training for Lab School Teachers.

b. For education personnel, they can take part in training that can issue specialized expertise certificates in accordance with their fields of work and expertise.

Monitoring and Evaluation System

Monitoring and evaluation of the performance of teachers and education personnel is carried out periodically and provides sanctions and rewards for the performance produced.

Infrastructure Standard

The main facilities and infrastructure standards and need to be held at the Yogyakarta State University Laboratory School as a support for the implementation of effective and efficient teaching and learning activities, consist of the following:

Facilities

a. Facilities at the Laboratory School include facilities in the theoretical learning space, facilities in practical or laboratory learning spaces, and facilities in supporting spaces, each of which is explained as follows.

b. Facilities in the theory learning room, including: textbooks, learning media, stationery, whiteboards, and photos of important figures.

c. Facilities in practical or laboratory learning spaces, including: main teaching aids and supporting teaching aids

d. Facilities in supporting rooms, including: desks, chairs, cabinets, office equipment, internet services, storage boxes, cleaning tools, complaint call centers, and air conditioning.

Infrastructure

Infrastructure at the Laboratory School includes land, buildings and structures, learning spaces, and supporting spaces, each of which is explained as follows.

a. Land, including: ownership status and land area

b. Buildings and premises, including: building permits, and adequate building area for teaching and learning facilities

c. Learning spaces, including: classrooms, center rooms for kindergartens, and guidance and counseling service rooms

d. Religious spaces, including: Physics laboratory, Chemistry laboratory, Biology laboratory, Language laboratory, Research laboratory, and Sports field

e. Supporting spaces, including: Principal's room, teacher's room, school committee chairman's room, administrative room, guest room, educational practice room, cultural arts room, library room, reading corner room, baby sleeping room, children's sleeping room, hall, healthy canteen, school health unit, school cooperative, complaint call center, toilet, and security office.
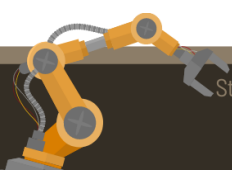
Management Standard
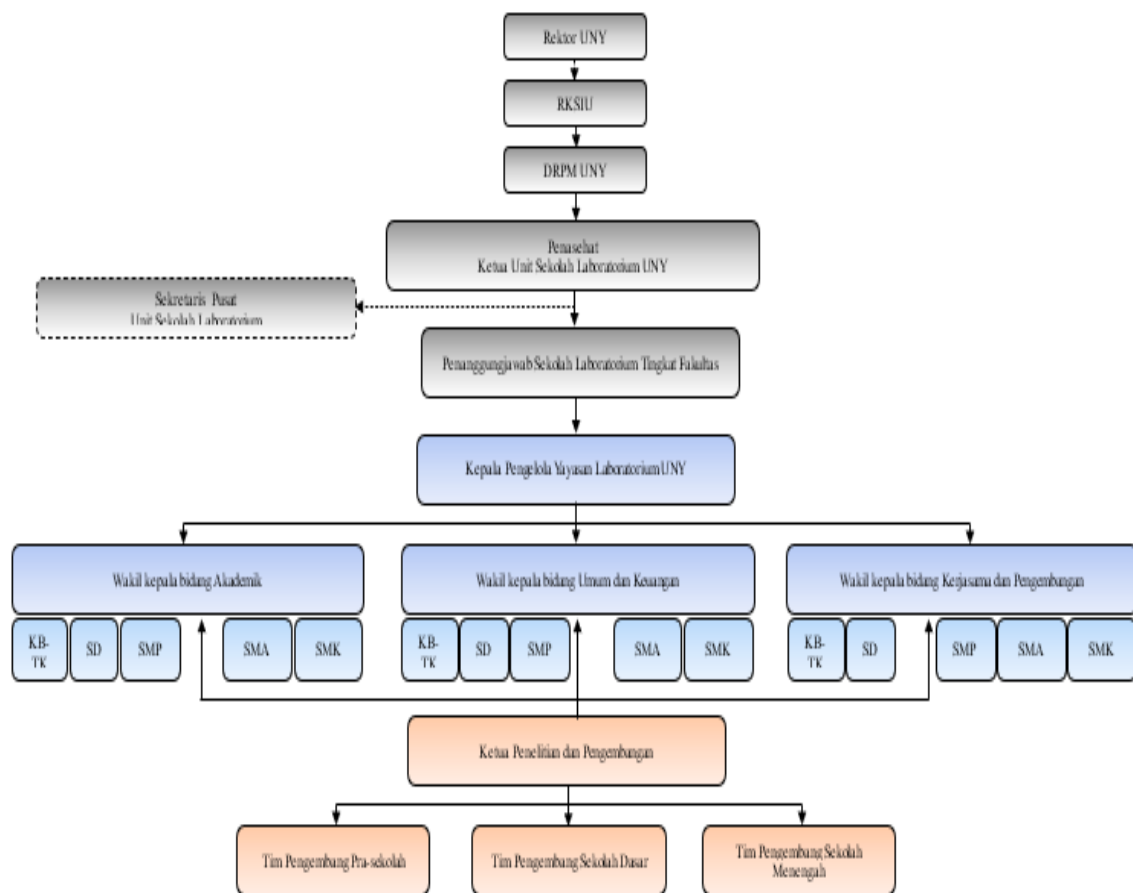
Figure 2. Labschool management standards

Financing Standard

a. The Rector is the budget user power official, and the head of the laboratory school unit, faculty, and chairman of the Foundation as the executor of the activity.

b. The financial management process is based on planning, operational plans, annual budget activity plans, annual performance plans, and accountability reports.

c. The financial supervisory board is tasked with overseeing and evaluating financial management policies.

d. Sources of funds and the amount of funds are socialized to the school community and school committee in an accountable manner.

e. The budget allocation is adjusted to the programme determined by the school in the annual work meeting.

f. Disbursement of funds to support school programmes is adjusted to Yogyakarta State University regulations.

g. The things that need to be considered in financing, include:

   1) Academic, including: Learning operational costs, teaching materials and media costs, teacher competency development costs, library procurement costs and/or other learning resources, teaching and education personnel costs, monitoring and evaluation implementation costs, and education services.

   2) Education service costs, including: School administration costs, Extracurricular costs, Water and electricity costs, Internet costs, and Infrastructure costs.

3) Facilities and infrastructure costs, including: Learning building facilities, Sports fields, Laboratories, Cultural arts, Interest and talent development facilities, and Other costs included in the facilities and infrastructure standards, Supporters

4) Support costs, including: Costs for coaching outstanding students, and School committee meetings.

5. Conclusion

The development of the laboratory school of Yogyakarta State University considers the National Standards of Education and the philosophical foundation of Ki Hajar Dewantara. These two foundations are expected to make a standardized laboratory school in accordance with the national standards of education and can meet the needs of the community for quality education and empower students' self-development. The eight standards developed based on internal and external needs assessment are expected to be able to accommodate the academic and non-academic needs expected by the community and stakeholders.

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THE DEVELOPMENT OF CRITICAL THINKING SKILLS QUESTIONS INTEGRATED WITH KOTAGEDE SILVER CRAFT FOR SCIENCE EDUCATION STUDENTS

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Abstract

Critical thinking skills are one of the answers to 21st-century competencies. The urgency of critical thinking is in achieving solutions through logical reflective thinking in interpretation and building basic knowledge to draw conclusions and explanations to decide on an action. The implementation of critical thinking in the form of culture-based questions is still not widely found in science learning. This research developed questions based on critical thinking skills integrated with Kotagede silver craft. The development used the preliminary investigation and prototype phase based on Plomp's development model. Data processing in this study used a qualitative descriptive approach. The research results obtained critical thinking skills questions with high validity criteria, in the material aspect with a score of 0.98; the construction aspect obtained a score of 0.91; and the language aspect with a score of 0.96. The percentage of the feasibility of the question is 96.3% with a very feasible category.

Keywords: critical thinking, questions based critical thinking skills, Kotagede silver craft.

1. Introduction

Critical thinking is a fundamental skill in 21st century science learning. Critical thinking is reasonable reflective thinking focused on deciding what to believe or do [1]. Critical thinking is defined as a self-regulating judgment that results in interpretation, analysis, evaluation, and inference in addition to an explanation of the evidence, conceptual, methodological, logical, or conceptual basis for the judgment [2].

Critical thinking helps students how to reach conclusions, defend positions on complex issues, consider multiple points of view, analyze concepts, theories, and explanations, explain problems and findings, solve problems, transfer ideas to new contexts, examine assumptions, assess facts, and explore implications in their thinking and experiences [3]. Critical thinking involves three things, namely 1) an attitude to consider in a thoughtful way about problems and subjects that are within the range of experience, 2) knowledge of methods of investigation and logical reasoning, and 3) skills in applying these methods [4].

There is a positive correlation between critical thinking skills and learning achievement [5], self-efficacy [6][7], scientific reasoning [8], problem-solving [9][10] and creative thinking [11][12]. he substance of this critical thinking is inversely proportional to reality [13][14][15][16]. As many as 81% of 100 students still have undeveloped critical thinking skills [17]. In line with this, the critical thinking skills of students in Germany are also still low [18].

It is necessary to teach, develop, improve, and evaluate critical thinking skills early on to prepare for a complex global society [19]. The ability to think critically will provide more precise direction in thinking, and working, and help more accurately determine the relationship between something and others. There are twelve indicators of critical thinking skills grouped into five activities, namely: 1) basic clarification, 2) bases for a decision, 3) inference, 4) advanced clarification, and 5) Employing rhetorical strategies [1].

Critical thinking skills can be developed in science learning. Science deals with systematic natural and material symptoms. Science is not only presented in the form of principles, facts, concepts, or laws but also methods for understanding natural phenomena and at the same time attempts to internalize scientific values or attitudes. which integrates culture. The cultivation of local culture through education and learning is a strategic step to improve the quality of the nation's next generation who are virtuous.

The knowledge of local communities can be reconstructed into scientific science [20][21][22]. However, there are still limited studies on the knowledge of local communities to be implemented in science learning. This results in students independently still having difficulty in linking material concepts that are present in their daily lives. This research highlights the cultural products owned by the people of Yogyakarta, namely silver crafts from the Kotagede area. Kotagede is one of the parts of the Special Region of Yogyakarta Province that is quite famous in Indonesia. Kotagede has a variety of cultures, both in the form of social systems and concrete works. Kotagede cannot be separated from the influence of Mataram kingdom culture. During the Islamic Mataram Kingdom,

Kotagede was the center of government or the capital. Based on the history and concrete evidence that still exists today, Kotagede is the right choice to be used as a source of learning and cultural literacy.

One of the cultural manifestations in Kotagede is its silver craft. The skill of making typical silver handicrafts from the people of Kotagede is obtained from hereditary heritage [23]. The making of Kotagede silver handicrafts starts with raw materials, then melting with other materials such as copper, forming *bakalan*, *singen*, *mengondel*, and final treatment to produce quality silver handicraft products [24]. This original knowledge of the Kotagede community can be used for science learning in the study of elements, compounds, mixtures, substances, and their changes, as well as the ecology of human behavior towards the environment.

To find out the extent of the achievement of a learning objective, an evaluation is needed. Problem is one of the instruments used in evaluation. Making essay questions must fulfill several rules, including questions are made by the indicators, by the measurement of student abilities and objectives, the material adapts to the level of education, has limits and answers, uses question words or commands to ask for answers to questions, has clear instructions on how to do the question well, has clear and accountable assessment guidelines, has clear readability on questions with pictures, tables, graphs, maps and the like, has a communicative question sentence formulation, uses standard language and is easy to understand, does not use expressions or words that can cause multiple interpretations or are difficult to understand, does not use expressions or words of violence, and can offend students [25]. Based on this description, this study aims to develop integrated critical thinking skills questions on Kotagede silver craft in the form of essay questions.

2. Method

This research is development research oriented to produce critical thinking skills questions. This research was conducted at the Science Education Study Program of Sarjanawiyata Tamansiswa University in the Ethnoscience course. The research product was developed by adhering to Plomp's research and development model [26]. Due to the researchers' limitations, the research steps were confined to the prototyping stage only. The research procedure is presented in Figure 1.
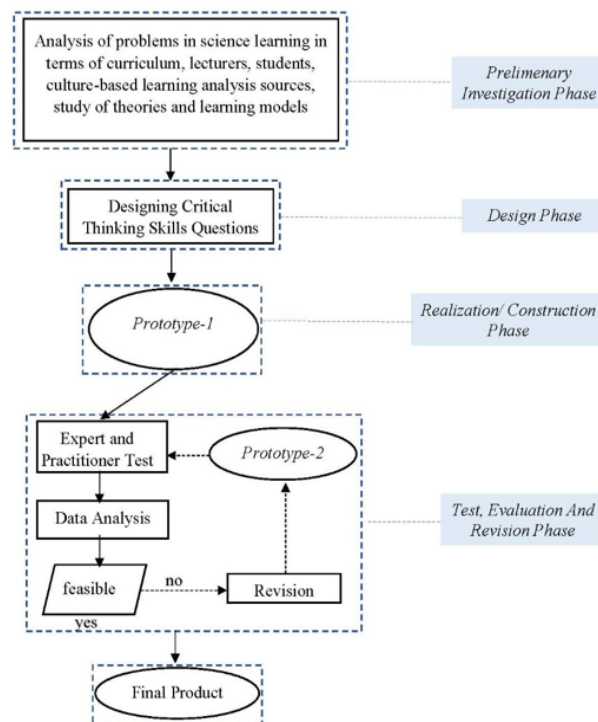
Figure 1. Research Procedure

The first step is preliminary, used to identify initial problems. This phase is used as a reference for analyzing the needs of making questions. The second step is prototyping which consists of the design phase, realization/construction phase, and test, evaluation, and revision phase. This step involves expert validators as a control of content validity. This study used 3 experts who assessed the material aspects, construction aspects, and

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language aspects. The validation questionnaire uses a Likert scale with categories of very suitable (score 4), suitable (score 3), less suitable (score 2), and not suitable (score 1). Data analysis used the Aiken equation [27], with the formula:

$$V = \frac{\sum s}{[n(c-1)]} \qquad (1)$$

Description:

s = r – Io

Io = lowest validity assessment number

c = highest validity assessment number

r = the number given by the validator

The conversion of product validity scores is presented in Table 1.

Table 1. Aiken's coefficient conversion category

Koefisien V Aiken	Kategori
$0,00 \leq V \leq 0,33$	Low
$0,34 \leq V \leq 0,67$	Moderate
$0,68 \leq V \leq 1,00$	High

Feasibility analysis was carried out by calculating the percentage formula [28] as shown below.

$$Result = \frac{total\ score\ obtained}{maximum\ score} \times 100\% \qquad (2)$$

Conversion of eligibility criteria based on the criteria in Table 2.

Table 2. Product feasibility category

Skor dalam persen (%)	Kategori Kelayakan
< 21%	Very Not Feasible
21% – 40%	Not Feasible
41% – 60%	Feasible Enough
61% – 80%	Feasible
81% – 100%	Very Feasible

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3. Results and Discussion

This study aims to produce critical thinking skills questions integrated with Kotagede Silver Craft through development steps that refer to Plomp's development research. The process consists of (1) preliminary investigation phase, (2) design phase, (3) realization/construction, (4) test, evaluation, and revision. The data obtained at each step are described as follows.

Preliminary Investigation Phase

At this stage, need analysis or problem analysis is carried out. The steps in the needs analysis include information collection, gap identification, performance analysis, identification of constraints and their sources, identification of learner characteristics, identification of objectives, and determining problems. A literature review and field studies were conducted in this phase. Field studies were conducted by observing classroom learning and interviewing lecturers and eight students. The results obtained show that science learning has not integrated silver crafts typical of Kotagede. Students are used to presentation tasks. However, students are not used to facing problems to improve critical thinking skills. Students often have difficulty formulating the problem. Students' thinking paths to solve problems are still easily disrupted, making it more difficult to choose alternative solutions.

Design Phase

At this stage, the design of critical thinking skills questions. The material in the question takes from the final ability expected in Ethnoscience course learning, namely detailing, describing, and analyzing local wisdom in junior high school science learning. Kotagede silver craft material has relevance to junior high school science learning including (1) physics material, namely Substances and their Changes, (2) chemistry material, namely Elements, Compounds, Mixtures, and (3) biology material, namely Ecology - Human Influence on Ecosystems. Table 3 presents data on learning objectives.

Table 3. Learning objectives and indicators of achievement of learning objectives for Kotagede silver craft material

Content Material	Learning Objectives	Indicators of Achievement of Learning Objectives
(1) Substance and its Changes	1. Students can explain the concept of substance and its changes related to changes in temperature, various properties of substances, and physical changes and chemical changes about everyday life	1.1 Students can explain and identify substances/materials 1.2 Students can explain changes in form that require heat, namely in the process of smelting silver and copper 1.3 Students can explain and identify physical changes in the process of making Kotagede silver crafts
(2) Elements, Compounds, and Mixtures	2. Students can recognize various elements, compounds, and mixtures in the surrounding environment, as well as methods of separating mixtures that can be utilized in everyday life	2.1 Students can explain, distinguish, and identify the elements of raw materials for Kotagede silver handicrafts 2.2 Students can explain the mixture of metals, namely alloy 2.3 Students can describe the method of separating mixtures in silver craft waste
(3) Ecology - Human Influence on Ecosystems	3. Students can explain the interaction between the environment and living things and biodiversity in Indonesia	3.1 Students can explain and identify ecosystems and the components that makeup ecosystems 3.2 Students can explain the process of environmental pollution as a result of the accumulation of heavy metal waste

The questions were made with attention to the indicators of critical thinking skills. Indicators and sub-indicators are presented in Table 4.

Table 4. Aspects of critical thinking skills

Indicator	Sub-Indicator
A. Basic clarification	a. Identifying questions
	b. Analyzing arguments
	c. Asking and answering clarification questions
B. Bases for a decision	a. Assess the veracity of the chosen sources
	b. Observing and assessing the results of observations
	c. Using knowledge to decide on an answer
C. Inference	a. Conclude and assess conclusions
	b. Making arguments and assessing arguments
D. Advance clarification	a. Defining and assessing the definition of terms
	b. Relating and assessing assumptions
	c. Checking the quality of thinking
E. Employ rhetorical strategies	a. Establish patterns based on broader experience
	b. Restate

Realization/Construction

In this phase, the design that has been designed in the previous phase is made or realized to obtain the initial product (prototype 1). There are 4 critical thinking skills-based questions integrated with Kotagede Silver Craft. The questions are in essay form. There is an assessment rubric for question answers with a score range of 1 - 5. This phase produces prototype 1 critical thinking skills questions. The aspects of critical thinking skills in prototype 1 are presented in Table 5.

Table 5: Identification of critical thinking skills-based questions

No.	Content	Learning Objectives	A	B	C	D	E	Question No.
1	Substance and its Changes	Students can explain the concept of substance and its changes related to changes in temperature, various properties of substances, and physical changes and chemical changes about everyday life	√	√		√		1
2	Substance and its Changes	Students can explain the concept of substance and its changes related to changes in temperature, various properties of substances, and physical changes and chemical changes about everyday life	√		√		√	2
3	Elements, Compounds, and Mixtures	Students can recognize various elements, compounds, and mixtures in the surrounding environment, as well as methods of separating mixtures that can be utilized in everyday life			√	√	√	3
4	Ecology - Human Influence on Ecosystems	Students can explain the interaction between the environment and living things and biodiversity in Indonesia	√			√	√	4

Columns labeled "Aspects of Critical Thinking Skills": A B C D E

Test, Evaluation, And Revision

This phase involved three experts to test the validation of the question content. The assessment of the material aspects of the items includes (1) appropriateness of indicators, (2) limitation of questions, (3) conformity of content with learning objectives, (4) compatibility of education levels, and (5) accuracy in measuring indicators of critical thinking skills. The construction aspect is seen from (1) sentence formulation, (2) clarity of instructions, (3) scoring guidelines, (4) meaningfulness of cases, and (5) independent position of items. Meanwhile, the

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language aspect was assessed from (1) communicative sentences, (2) good and correct language, (3) unambiguous, (4) common word usage, (5) politeness of word selection, and (5) independence of sentences between items. The results of the validation assessment are shown in Figure 2.
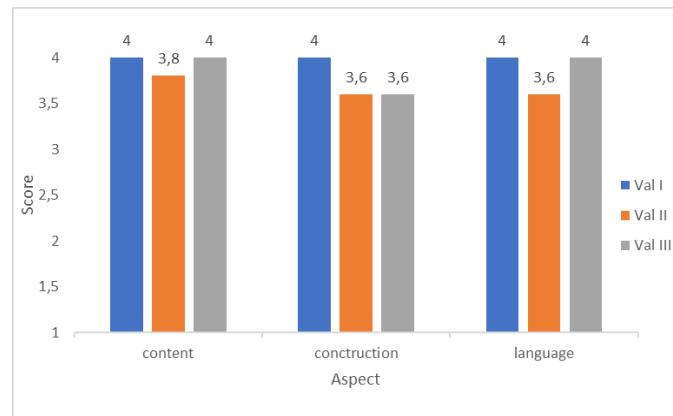
Figure 2. Content validation results

Based on the validation data in Figure 2, the average score for the three validators in the content aspect is 3.93, in the construction aspect is 3.73, and in the language aspect is 3.89. Conversion to the Aiken V value obtained a score of 0.98 with a high validity category for the content aspect, a score of 0.91 high category for the construction aspect, and a score of 0.96 high category for the language aspect. The percentage of feasibility for the language aspect is 98.33% (very feasible), the construction aspect is 93.33% (very feasible), and the language aspect is 97.22% (very feasible). The qualitative assessment of the validators along with the improvements can be seen in Table 5.

Table 5. Question improvements based on validator suggestions

No.	Suggestions	Before revision	After revision
1.	Choose operational verbs according to the cognitive level of the learning objectives	Kotagede silver craft products …. a. Describe the technique ….! b. What are the advantages and ….? Explain!	Kotagede silver craft products …. a. Recommend the .... technique ….! b. Analyze the advantages and ….!
2.	The answer reference on the assessment rubric needs to be explained	Score 5 a. Smelting technique …. b. Advantages ….	Skor 5 The answer contains a. Smelting technique …. b. Advantages ….

The cultural form of the Kotagede community can be used to teach science. Through learning, students perform social interactions through cultural devices where thinking is directed at situations that are as similar as possible to the real world (situated learning). The utilization of cultural products as a learning resource influences improving students' abilities [29]. Critical thinking is one of the abilities expected in students to equip life in the 21st century. This research has successfully developed critical thinking skills questions by integrating the local potential of the people of Yogyakarta, namely silver crafts. The results of this development are in line with previous research that successfully developed critical thinking skills-based essay questions [30]. This question has been developed in this study and has passed the validation test. Future research is expected to conduct an operational test to improve the products that have been developed.

4. Conclusion

This development research has successfully produced critical thinking skills-based essay questions. The essay questions were developed by incorporating elements of the local potential of silver crafts owned by the Kotagede community, Yogyakarta. The results of the expert assessment stated that the question had high validity. The percentage of feasibility is 96.3 with a very feasible category.

Acknowledgment

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THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION, GPA, STUDENT INVOLVEMENT AND THE QUALITY OF COSMETOLOGY

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Abstract

Sustainable Development Goals (SDGs) are developments that maintain the improvement of people's economic welfare on an ongoing basis. One of the global and national commitments in an effort to improve the welfare of society is quality education. For this reason, increasing competence for cosmetology graduates must be carried out more intensively so that graduates can compete at the regional and international levels. The purpose of this study was to analyze the contribution of achievement motivation, GPA, student involvement in practice and practical courses in building the competence of cosmetology students. The research approach used in this study is a quantitative approach by analyzing the causal influence between variables using path analysis tools. Achievement motivation variables have no effect on GPA. Overall, the variables of achievement motivation, GPA, student involvement in practice and practical courses have a significant effect on the competence of UNESA cosmetology students.

Keywords: Achievement motivation, GPA, practicum quality.

1. Introduction

Efforts to achieve the SDGs are a national development priority, which requires synergy of planning policies at the national level and at the provincial and district levels (Habibi & Pratama, 2021). These targets at the national level have been aligned with the National Medium-Term Development Plan (RPJMN) 2015-2019 in the form of programs, activities and measurable indicators as well as indications of funding support (Puspitawati et al., 2022). The SDGs are a refinement of the Millennium Development Goals (MDGs) which are more comprehensive by involving more countries both developed and developing countries, expanding funding sources, emphasizing human rights, inclusive with the involvement of Community Organizations and the media, Philanthropy and Business Actors, as well as Academics and Experts.

Indonesia has achieved most of its MDG targets, 49 out of 67 MDG indicators, but there are still some indicators that must be continued in the implementation of SDGs. Some indicators.

These include quality education, reducing poverty based on the national poverty line, increasing minimum consumption below 1,400 kcal/capita/day (Judiasih et al., 2020).

This indicates that competition in terms of finding work for college graduates, especially cosmetology study programs, will become increasingly competitive. Competition will not only occur between alumni of domestic universities but competition will also occur with foreign communities (Karnadibrata, 2022). One of the important factors that must be implemented immediately to be able to face the challenges of this free market era is to prepare a skilled workforce that has the ability to be able to equalize its abilities with the workforce of other countries. Therefore, an answer is needed from educational institutions, especially universities, to be able to produce competent graduates so that these graduates can compete in the ongoing free market era as it is today. Meanwhile, various studies, especially in the field of cosmetology, have been conducted in various countries with similar findings, namely the failure of cosmetology graduates to meet the criteria required by employers.

The results of a previous study (Megasari et al., 2022) conducted a survey with 310 respondents from the cosmetology study program, university at Surabaya State University to determine their views on the skills required of a student, as well as placing emphasis on skills development in the cosmetology curriculum. Respondents noted a lack of emphasis on most of the general skills desired by the profession, particularly interpersonal, oral communication and computing/information technology skills. This situation needs to be addressed by the universities, as the quality of the students' output is derived from the upbringing they receive during their studies.

Higher Education as one of the educational institutions has a very large role in efforts to develop knowledge, human resources and increase the nation's competitiveness. Therefore, universities must make their students have adequate competence. Competent graduates not only have good academic grades, but also must have soft skills in

the form of the ability to communicate well, the ability to work independently or with a team, the ability to logic and the ability to analyze (Mayangsari et al., 2022).

There are various ways to be able to build competent students, one of which is to design a curriculum that is in accordance with the demands of the times or in accordance with what is needed by employers. The better the curriculum applied to an educational institution, in this case a college, the better the competence of student graduates at the college. The curriculum of cosmetology education providers will affect student competence so that the curriculum is the main factor in determining the competence of graduates (Fauzi, 2022).

To be able to achieve a high achievement, each individual must have a strong desire or drive within himself to achieve a desired goal. Where it all depends on the effort, ability and willingness of the individual. A drive that is able to drive human behavior to always improve their abilities is called motivation. One type of motivation that is seen as having a role in individual work behavior is achievement motivation. Therefore, achievement motivation is very important to achieve the highest possible success so as to achieve high personal skills, and to achieve the best possible achievement (Andriani & Rasto, 2019).

The results of Alawiyah's research (2020) report that there is a positive and significant correlation between achievement motivation and learning outcomes. At the lecture level, student learning outcomes for each semester are indicated by the Achievement Index (IP). Students who have a high Grade Point Average indicate that the student is able to attend lectures well and vice versa, the lower the Grade Point Average obtained indicates that the student is unable to attend lectures well (Rahman, 2021).

Student engagement is a parameter to measure the environment aspect in an education system. This is because student engagement is a proxy for the learning process in an educational institution (Rochana et al., 2021). Basically, the environment in the I-E-O theory is adapted from the involvement theory (Alzayed & Miller, 2021). This theory says that students will learn by involving themselves in the learning environment to gain learning experiences both through curricular activities and extracurricular activities. There are many forms of student involvement, ranging from the very general to the very specific. General involvement can occur in student involvement in academic and non-academic programs. Student involvement in this study is indicated by student involvement in practical courses and student involvement in industrial work practices (Callahan et al., 2017). Astin's I-E-O model states that the development of students' learning quality and quantity is determined based on their involvement in various academic activities and social activities will be used as the grand theory in this study. For this reason, this study will explore the extent of the contribution of achievement motivation, cumulative grade point average, student involvement in practical courses and student involvement in industrial practice in building the competence of cosmetology students at Surabaya State University.l

2. Method

This study uses quantitative methods, correlational type to explain existing facts (explanatory). The research population was all Cosmetology students in the Class of 2020 and 2021 with a total of 146 people. While the research sample was taken by purposive random sampling with a total of 58 people. The instrument used to collect data on this research variable is a Likert scale model questionnaire for learning motivation variables. Alternative answers in the form of a continuum consisting of 5 scales, namely: strongly agree (SS), agree (S), undecided (RG), disagree (TS), and strongly disagree (STS). In accordance with the nature of the questionnaire, the weight of positive statements is scored SS = 5, S = 4, RG = 3 TS = 2, and STS = 1, while negative statements are scored SS = 1, S = 2, RG = 3, TS = 4 and STS = 5. This research instrument was tested on respondents who were not included in the sample, but still included the population in this study, namely cosmetology students class 2020 and 2021. The data contained in the trial were analyzed for validity to determine whether there was internal consistency and reliability tests using the cronbach alpha formula using the SPSS 26 program.

3. Results

The theory used to build this research model is Astin's I-E-O model. Astin's I-E-O model explains that student engagement in the learning environment is very dominant in changing student input into the expected outcome (Hoh et al., 2020). In line with this theory, the model in this study also shows that environmental factors in the form of student involvement in industrial practice and student involvement in practical courses are able to improve outcomes in the form of Surabaya State University cosmetology student competencies.

Data collection on learning motivation variables was carried out through a questionnaire with a Likert scale. The statement items totaled 32 items that had been tested for validity and reliability. The results of descriptive statistical analysis show that the distribution of answer scores for learning motivation variables spreads from the lowest score of 120 to the highest score of 154. Based on the score distribution, the mean is 137.29, the median is
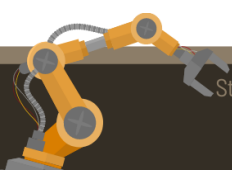
138.66 and the standard deviation is 8.45. To get a clearer picture of the distribution of learning motivation scores, the frequency distribution in table 2 and the histogram in figure 2 can be seen.

Table 1. : Frequency Distribution of Cosmetology Student Learning Motivation

Interval Class	Frequency	Percentage
148-154	8	13,79
141-147	12	20,69
134-140	7	29,31
127-133	15	25,86
120-136	6	10,39
Total	58	100
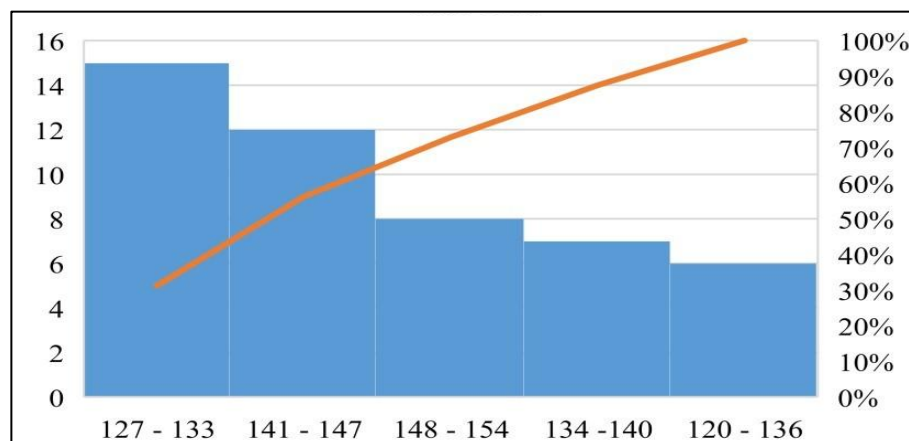
Fig 1. Histogram of Learning Motivation (X2)

The frequency distribution data in table 2 and the histogram in figure 2 can be explained that students who have scores 120-126 are as many as 6 people or 10.35% of the respondents, scores 127-133 are 15 people or 25.86% of the respondents, scores 134-140 are 17 people or 29.31% of the respondents, scores 141-147 are 12 people or 20.69% of the respondents, and scores 148-154 are 8 people or 13.797% of the respondents.

Meanwhile, the results of testing H1 show that achievement motivation has no significant effect on the cumulative grade point average. In contrast to research conducted by Ermianto (2022) which states that there is a significant relationship between achievement motivation and trying out learning achievement in engineering students. Basically, there are many factors that can affect the high and low cumulative grade point average of students. Apart from achievement motivation, academic achievement can also be influenced by goal orientation. Goal orientation is part of the cognitive factor in motivation which drives individuals to get closer to or away from an object (Andriani & Rasto, 2019). There are two types of goal orientation, namely task involved orientation and ego-involved orientation. Students who have task-involved orientation pay more attention to task mastery and do not care whether their performance is better or not compared to other students. Meanwhile, students who have ego-involved orientation emphasize recognition and appreciation from others and getting good grades as the main thing (Howard et al., 2021). From the explanation of the various factors that can affect the cumulative grade point average of students, it can be seen that there are more students who have ego-involved orientation than task-involved orientation. This means that many students are more concerned with mastering course material rather than pursuing good grades by using various methods, both honest and dishonest. This is what causes the achievement motivation factor to have no effect on the cumulative grade point average of Surabaya State University students. The results of H2 testing show that there is a positive and significant influence between achievement motivation and student involvement in the implementation of industrial practice. This means that the higher the achievement motivation, the higher the student involvement in the implementation of industrial practice. The results of this study, in accordance with research conducted by (Ermianto, 2022) in his research, found that achievement motivation has a positive relationship with student learning readiness and in the implementation of internships. Achievement motivation in the implementation of industrial practice is very necessary because it can influence student behavior to work harder in terms of achieving their goals. Achievement motivation with engagement the relationship is causal. This means that high student achievement motivation will be able to increase student involvement in the process of implementing industrial practice. This involvement will

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help students in relation to mastering the competencies that will be needed in the world of work in the form of knowledge and skills.

Testing H3 states that there is a positive and significant influence between achievement motivation and student involvement in practical courses. This means that the higher the achievement motivation of students, the higher the student involvement in the implementation of practical courses. The results of this study are in accordance with research conducted by (Ilmiyah & Sumbawati, 2021) which states that the existence of achievement motivation in students will lead to increased confidence and learning activities to achieve better learning outcomes. Cosmetology is one of the fields of science that is not only sufficient to learn from the theory side, but it will be easier to understand by doing real bookkeeping practices. For this reason, the cosmetology curriculum structure is composed of theory-based courses and practice-based courses. Related to the existence of high achievement motivation in students, it will affect student behavior which will have an impact on the high involvement of students in practical courses. H4 testing states that there is a positive and significant influence between achievement motivation and the competence of Surabaya State University cosmetology students. This means that the higher the achievement motivation of students, the higher the competence of cosmetology students. The results of this study, in line with research conducted by Rofiah & Bahtiar (2022) based on Astin's I-E-O model framework, state that student motivation, previous student achievement, class size comfort, and learning facilities as educational inputs have a significant impact on student involvement as a proxy in the educational process and also have an impact on the competence of cosmetology students. The results of previous research state that a person entering the makeup profession is expected to be able to display effective problem solving skills, interpersonal and leadership skills, communication skills and is expected to be able to control and manage multidimensional and multi step work effectively during their career (Romadhoni et al., 2020). Given the many demands that must be met for a makeup artist, students need to have achievement motivation to provide an impetus for students to achieve these goals. Testing H5 states that there is a positive and significant influence between the cumulative grade point average and student involvement in the implementation of industrial practice. This means that the higher the cumulative grade point average of students, the higher the involvement of students in the implementation of industrial practice. The results of this study are in accordance with research conducted by Pangestu et al (2021) which states that student motivation, previous student academic achievement, student age, learning facilities, and class size comfort are significantly correlated with student involvement. A high cumulative grade point average owned by a student indicates that the student is successful in attending lectures, on the other hand, a low cumulative grade point average indicates that the student is less successful in attending lectures. Cosmetology curriculum structure consisting of theory-based and practical courses implies that if students have a high cumulative grade point average, it means that these students are able to understand the theory as well as be actively involved during the implementation of practical courses. Because when in college students are required to be accustomed to being actively involved in the implementation of practical courses, this of course will also affect when students carry out industrial practice.

Testing H6 states that there is a positive and significant influence between the cumulative grade point average and the competence of cosmetology students at Surabaya State University. This means that the higher the cumulative grade point average of students, the higher the competence of cosmetology students. This is in line with research conducted by Nasrah, (2020) that inputs in the form of class size comfort, learning facilities and previous student achievement significantly affect student involvement and cosmetology student competence, and at the same time, student involvement also affects cosmetology student competence. In today's free market era, it is not enough for college graduates, especially cosmetology education, to have a high cumulative grade point average to compete in the world of work. However, it is necessary to improve the quality of college graduates in the form of the skills needed in accordance with the demands of the labor market. What is meant by skills in this study is cosmetology competence which consists of three domains, namely; functional competence which focuses on the specific abilities used by makeup artists; personal competence which focuses on interpersonal skills; and broad business perspective competence which focuses on changes in the cosmetology environment. H7 testing states that there is a positive and significant influence between student involvement in the implementation of industrial practice on the competence of cosmetology students at Surabaya State University. This indicates that the higher the involvement of students in the implementation of industrial practice, the higher the competence of cosmetology students at Surabaya State University. The results of this study are in accordance with research conducted by Mulia & Saputra (2021) which states that student input in the form of gender, race, entry qualifications, career aspirations and parental employment is the largest predictor of average cumulative scores while environmental factors in the form of academic facilities, course content, teaching and learning and interaction with lecturers are the largest predictors of competency development. There are many degrees of student engagement ranging from very general to very specific. General engagement includes involvement in academic and non-academic activities at school. The scope of student engagement depends on the object in which the student is involved. In this study, involvement is indicated by the involvement of students in the implementation of industrial practice. Industrial practice is a professional expertise education process that is closely related to the

mastery of expertise programs in the world of work. With the involvement of students in the implementation of industrial practice, students will be able to easily master the cosmetology competencies set by the study program. The flexibility and suitability of tasks in the implementation of industrial practice will provide additional knowledge and experience gained that will increase competence for students. Testing H8 states that there is a positive and significant influence between student involvement in practical courses on the competence of Surabaya State University cosmetology students. This indicates that the higher the involvement of students in practical courses, the higher the competence of cosmetology students at Surabaya State University. The results of this study are in line with research conducted by Yanto (2012) which states that based on the I-P-O approach and supported by the I-E-O Astin theory, the competence of cosmetology graduates as an outcome is influenced by input factors in the form of student characteristics, teacher characteristics and learning facilities, while process factors consist of student involvement (SE) and faculty student involvement (SFE) at their respective universities. Cosmetology is one of the scientific fields that is not enough to be learned from the theory side alone, but it will be easier to understand with real work practices. The structure of the curriculum, which consists of theory-based courses and practice-based courses, requires students to be actively involved in the learning process so that they can easily understand cosmetology. The involvement of students in practical courses will make it easier for students to understand makeup material consisting of theory-based and practice-based courses taught at Surabaya State University.

4. Discussion

Based on the data and research findings obtained by researchers in the field, it can be concluded that several things related to the factors that influence the competence of cosmetology students at Semarang State University, namely achievement motivation does not have a significant effect on student cumulative grade point average; achievement motivation has a positive effect on student involvement in the implementation of industrial practice; achievement motivation has a positive effect on student involvement in practical courses; motivation has a positive effect on the competence of UNESA cosmetology students; cumulative grade point average has a positive effect on student involvement in the implementation of industrial practice; cumulative grade point average has a positive effect on student involvement in practical courses; cumulative grade point average has a positive effect on the competence of UNESA cosmetology students; student involvement in the implementation of industrial practice has a positive effect on the competence of UNESA cosmetology students and student involvement in practical courses has an effect on the competence of cosmetology students UNESA. Overall, the variables of achievement motivation, cumulative grade point average, student involvement in industrial practice and student involvement in practical courses have a positive effect on the competence of UNESA cosmetology students.

5. Conclusion

Variables related to achievement motivation have no bearing on GPA. Overall, the competency of UNESA cosmetology students is significantly impacted by the variables of accomplishment motivation, GPA, student involvement in practice, and practical courses.

Acknowledgement

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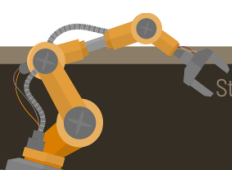
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PRIORITY SCALE FOR PAGILARAN TEA PLANTATION DEVELOPMENT AGROTOURISM

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Abstract

Sustainability issues still need improvement in every development sector. The UN's Sustainable Development Goals, which are planned until 2030, plan actions for society, the planet and prosperity. The goal of increasing welfare and efforts to preserve the environment for conservation are part of the Sustainable Development Goals.The Millennium Development Goals have eight goals, one of which is to ensure environmental sustainability. This research uses quantitative research with the AHP (Analytical Hierarchy Process) analysis technique. Five key informants filled out the instrument regarding tourism development priorities in Agrotourism.The research can be concluded that the priority scale for tourism development in the Pagilaran Tea Plantation Agrotourism is on the Education priority. This is in accordance with the academic history owned by the Pagilaran tea plantation, namely that it is used as a means of education and research for academics with management handed over to the Academic Community for use by universities for the benefit of developing agricultural science.

Keywords: pagilaran tea, agrotourism

1. Introduction

Sustainable development is the agenda of countries in the world[1]. Sustainable Development Goals (SDG's) are expected to bring prosperity. Prosperity can be realized through the internalization of Sustainable pillars through policies in the public sector. Previously, from 2000 to 2015, the United Nations (UN), represented by 189 countries, declared the Millennium Development Goals (MDGs) with a framework for fighting poverty in various dimensions.[2]. This vision was then translated into eight Millennium Development Goals (MDGs) and two of these goals were overcoming poverty and ensuring environmental sustainability. Although environmental problems and poverty still cannot be resolved holistically. It is proven that this is still a problem in every country, especially developing countries, including Indonesia. The factor is the quality of Human Resources (HR).

Pro-growth, pro-jobs, pro-poor and pro environment strategies are the efforts made to realize the MDGs[3]. A region can continue to progress if it cares about the problems of economic growth, inequality and the environment. Besides that, partnership between the government, civil society organizations and the private sector has an important contribution to accelerating the achievement of the MDGs[3]. One of the successes of the MDGs is demonstrated by the document The Future We Want which was produced at the Rio conference on June 20 2012 or known as the Earth Summit which shows the commitment of the nations of the world to carry out development with a green economic paradigm.[4].Sustainable development is an issue discussed at the Earth Summit. Sustainable development includes three aspects, namely economic development, social development and environmental protection[5].Economic development without considering the dimensions of sustainability will result in new problems. As is known, the public sector pays little attention to environmental aspects and conservation insight.

Talking about tourism science, we will examine multi disciplines, especially social science studies. As stated by Ardika (2018), the aspect of tourism is not only economic but also social, cultural, environmental and even spiritual.[6]. Tourism is able to encompass various scientific study perspectives in accordance with the objectives of tourism activities. The aim is related to natural appearance, so tourism can be a means to study tourist objects in terms of spatial analysis, natural appearance and physical environment. If the goal is related to socio-culture and welfare, it can be studied in terms of social and economic theory. Tourism also aims for education so it can be studied from the perspective of social studies theory. Globally, several tourism concepts are used in the tourism value chain and several types of tourism are chosen to set the tone and contribute to harmonious development.

Tea Plantation Agrotourism should be able to become an exemplary model for implementing Agrotourism based on the principles of sustainable tourism. The involvement of local communities in agrotourism management has been implemented although it is not yet optimal because based on the results of interviews, the Pokdarwis (Tourism Awareness Group) is not running. The distribution of income from the sale of fees has been carried out between the plantation owner, namely PT Pagilaran, and the Regional Government of Batang Regency, namely 65% for PT and 35% for the Regional Government of Batang Regency. Pagilaran Tea Plantation is the foundation

of the economy of the indigenous people of Pagilaran and Batang Regency because plantations are the sector that absorbs the largest workforce. Sanusi (2020) said that tea plantations are able to absorb a large number of workers (more than 211,000 farmers/52,800 families). The Pagilaran tea plantation itself has 1,500 plantation workers. However, in 2019 the amount of tea production in Indonesia decreased by 1.74% compared to 2018. The decrease was caused by land conversion and minimal efforts to rejuvenate tea plants.[7]. Therefore, the Pagilaran Tea Plantation is one of the country's treasures that is very worthy of being preserved so that it can be used as a development sector and learning resource to increase insight into environmental conservation and cultural heritage.

2. Method

The method used in this research is quantitative with AHP analysis techniques(*Analytic Hierarchy Process*). AHP (*Analytic Hierarchy Process*) is used as a tool to determine the priority scale in making policies for the development of Pagilaran Tea Plantation Agrotourism.In the initial AHP process, problems are arranged in the form of a hierarchical structure which includes objectives, criteria, sub-criteria and alternatives. The criteria used are Economic, Sociocultural, Environmental and Educational. Sub-criteria include infrastructure, capital provision, human resource development, and tourism marketing. This research uses 5 key informants who are representatives of the Penta Helix ABCAM elements (Academic, Business, Community, Government, Media).

Data that has been collected by experts or decision makers related to problems in a hierarchical structure, described in the form quantitative through a Comparative Judgment process. Experts can provide The levels in the pairwise comparison matrix are equally important, slightly more important, important, very important, and absolutely important. This research process is divided into four stages, namely: (1) data preparation and collection stage, (2) hierarchical structure design stage, (3) AHP calculation or computing stage (4) research report creation stage.

3. Results

Determining Sustainable EduEdutourism Alternatives Pagilaran Tea Plantation using AHP Analysis

Determining the alternative Sustainable Edutourism Pagilaran Tea Plantation in this research used the AHP (Analytical Hierarchy Process) method. The AHP method helps solve complex problems by determining criteria arranged in a hierarchy and then providing numerical weight values as a substitute for expert views or perceptions. By providing a synthesis, the priority scale will be known.

The AHP model in this research is formulated at two levels, namely:

(1) Level 1, is the criteria for the factors being considered which consists of 4 criteria (Economy, Socio-cultural, Ecology and Education)

(2) Level 2, in the form of alternative strategies consisting of 4 alternatives (Infrastructure, Human Resource Development, Tourism Marketing and Capital Grant)

The hierarchical model of factors and alternatives can be described as follows:
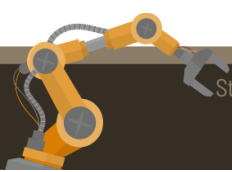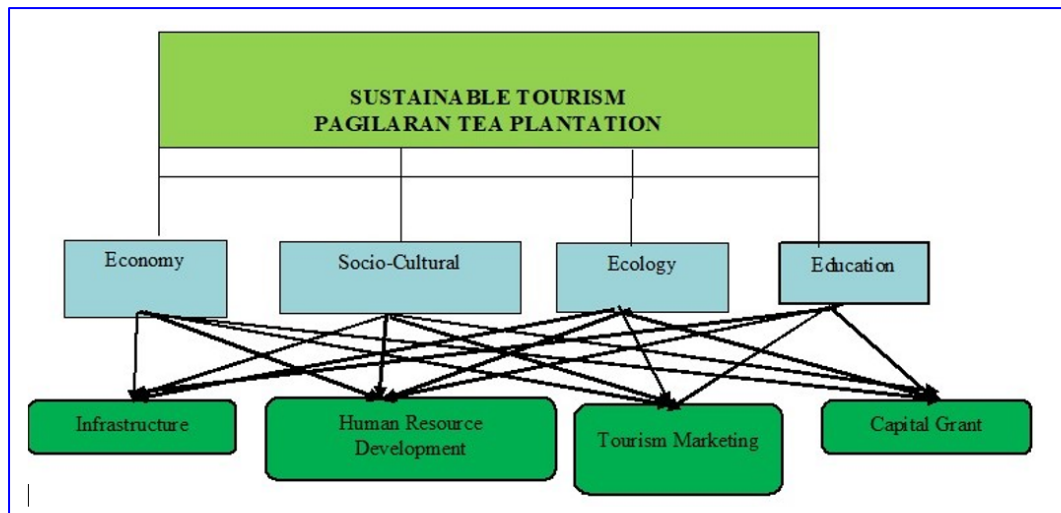
Figure 1. AHP model Selection of alternative strategies for Sustainable Edutourism Pagilaran Tea Plantation

Pairwise comparison matrix used to form relationships within the structure. In the pairwise comparison matrix, the weight of each criterion will be found by normalizing the geometric mean of the respondents' opinions.

Criteria comparison data was taken from the results of the questionnaire given to5 stakeholders which consists of experts and experts and parties who are directly related to Sustainable Edutourism Pagilaran Tea Plantation.

The first stage of analysis is comparing the priority scale in the criteria for selecting the alternative Sustainable Edutourism strategy Pagilaran Tea Plantation as the main objective. The results of Process Hierarchy Analysis processing using the Expert Choice 11 analysis tool are as follows:

The results of the questionnaire given to respondents are then arranged in a criteria comparison matrix. The average value is calculated using the geometric mean formula (*geometric mean*) as shown in Appendix 3. The calculation results can be seen in the following table:

Table 1 Criteria Comparison Matrix Average Assessment

Criteria	Economy	Socio-cultural	Ecology	Education
Economy	**1.00**	2.29	0.37	0.27
Socio-cultural	0.44	**1.00**	0.68	0.15
Ecology	2.69	1.48	**1.00**	0.33
Education	3.68	6.88	3.00	**1.00**

Source: Results of research data processing

In Table 1, the results of pairwise comparisons between the criteria provided by five experts (informants) are known. For example, a value of 2.29 means that the Economic factor is 2.29 times more important than the Socio-cultural factor. On the other hand, a value of 0.44 or $\frac{1}{2.29}$ is the inverse value of the comparison of Economy to Socio-cultural.

4. Discussion

Determining the average comparison of the main criteria variables, the next step is determining the weights using the Expert Choice program, the results of which can be seen in the image below:
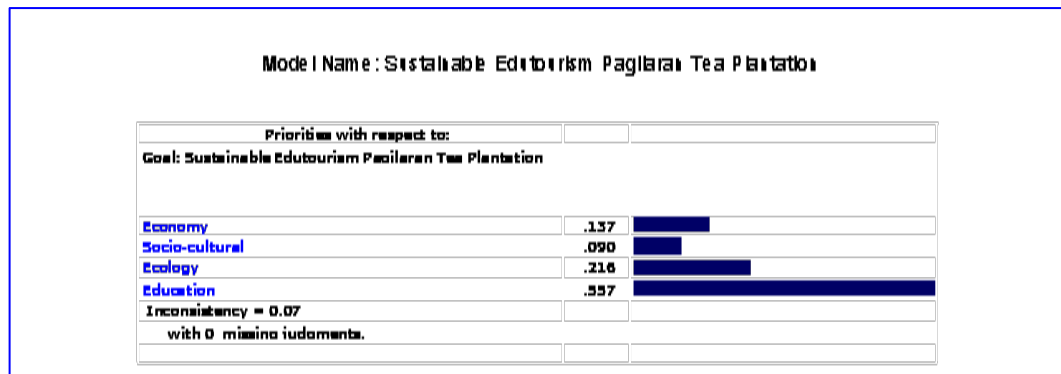
Source: AHP Processing Results (Expert Choice)

Figure 2. Criteria Level Priority Values

The results of the AHP analysis at the first level obtained priority vector weights from the factor criteria in the Pagilaran Tea Plantation Sustainable Edutourism strategy (Figure 2), namely:

(1) Economy (0.137)

(2) Socio-cultural (0.090)

(3) Ecology (0.216)

(4) Education (0.557).

Based on these results, the highest priority value is the Education factor. The inconsistency ratio value for the above criteria is 0.07, which indicates that the results of the Process Hierarchy Analysis (AHP) are acceptable because the inconsistency ratio value is less than 0.10 (10 percent).

Based on the research results, it shows that the development priority scale is on the education criteria, so it can be said that sustainable tourism requires development priorities in the education sector. A touch of tourism innovation based on education is needed with the aim of providing knowledge and insight to visiting tourists.

Talking about tourism science, we will examine multi disciplines, especially social science studies. As stated by Ardika (2018), the aspect of tourism is not only economic but also social, cultural, environmental and even spiritual.[6]. Tourism is able to encompass various scientific study perspectives in accordance with the objectives of tourism activities. The aim is related to natural appearance, so tourism can be a means to study tourist objects in terms of spatial analysis, natural appearance and physical environment. If the goal is related to socio-culture and welfare, it can be studied in terms of social and economic theory. Tourism also aims for education so it can be studied from the perspective of social studies theory. Globally, several tourism concepts are used in the tourism value chain and several types of tourism are chosen to set the tone and contribute to harmonious development.

5. Conclusion

Based on the research results, it can be concluded that the priority scale for tourism development in the Pagilaran Tea Plantation Agrotourism is on the Education priority. This is in accordance with the academic history of the Pagilaran tea plantation, namely that it is used as a means of education and research for academics with management handed over to the Academic Community at Gadjah Mada University.

Acknowledgment

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Strengthening Technology-Based Character Education and Research Quality
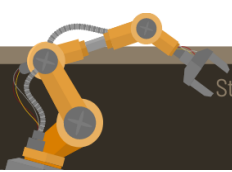
THE INFLUENCE OF LCD MEDIA THROUGH PJBL-STEM ON

CRITICAL THINKING SKILLS

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Abstract

The aim of this research focuses on finding out the influence of LCD media through PjBL-STEM on students' critical thinking skills in science material in elementary schools. This research uses a quantitative approach model, with a true experimental design. The data analysis technique uses the t-test. The research location is SDN Wonosalam, Demak Regency. The research subject was class V using the saturated sample technique. The data collection technique uses pre-test and post-test scores obtained through students' daily assessments of animal life cycle material. Data analysis uses prerequisite tests and hypothesis testing. The research results show that LCD media through PjBL-STEM influences st udents' critical thinking skills. This can be seen from the results of the hypothesis test where the 2-tailed sig is 0.005 < 0.05. Through these results, it can be concluded that LCD media through PjBL-STEM influences critical thinking skills. Based on the results of critical thinking indicators, clarification indicators 83%, assessment 81%, inference 82%, and strategies 85%, all indicator items are in the high category. Apart from that, the average student pretest result obtained a score of 68.33 and the posttest result increased to 82.67. The research results show that the application of LCD media through PjBL-STEM can improve 21ˢᵗ-century thinking skills, especially critical thinking skills so that students have an increase in aspects of reasoning and deeper knowledge.

Keywords: LCD (Life Cycle Diology) Media, PjBL -STEM, Critical Thinking Skill

1. Introduction

Current knowledge of the 21st Century corresponds to the Industrial Revolution Era 4.0. However, a balance is needed between knowledge and skills as a basis for improving the quality of human resources according to current developments. To face 21ˢᵗ-century skills, collaboration, communication, critical thinking, and creativity skills are needed, abbreviated as 4C [1].

One of the government's efforts to implement 21ˢᵗ-century skills is through improving the curriculum. The implementation of the independent curriculum was carried out for the first time in driving schools, which of course is the flagship program of the Ministry of Education, Culture, Research, Technology and Higher Education [2]. It is hoped that the activities of the driving school can increase the profile of Pancasila students to improve the quality of education by prioritizing character formation [3]. This improvement effort can be observed through improving critical thinking skills in forming effective study habits. Critical thinking skills are related to cognitive activities where they think critically, analytically, and evaluatively in a systematic way to assess, solve a problem, make decisions, and demonstrate their beliefs with evidence [4], [5]. The benefits of critical thinking are very good for students because with critical thinking students can capture information from the teacher easily, make students sensitive to problems, and have their way of solving problems. Through practice and good learning, students become skilled at problem-solving so that they can make the right decisions, which in turn will make a positive contribution to their education. The driving school for research activities is SDN Wonosalam, Wonosalam District, Demak Regency.

It is hoped that the recommendations from the 2022 education report card at SDN Wonosalam can increase the dimension of critical reasoning in strengthening the profile of Pancasila students [6]. Educators can apply learning with a focus on critical thinking skills through learning with constructivist strategies that have the potential to empower critical thinking skills, such as project-based learning. Learning to think critically makes students intervene to increase curiosity and maturity [7]. It is proven that critical thinking skills can be improved through the application of STEAM-PjBL [8]. For this reason, this activity further encourages the application of models with the help of media, one of which is *Life Cycle Diology* (LCD) media through the PjBL-STEM model.

The application of the PBL and PjBL models can actualize these two competencies [9]. PjBL (*Project Based Learning*) is a learning model and *STEM* is a learning approach. The characteristics of PjBL and *PjBL-STEM* have similarities with differences in the design process. *The design process* is a systematic approach to developing solutions to problems with *well-defined outcomes* [10]. There are five steps in *PjBL-STEM learning* (*Laboy-Rush*,

2010) with specific process achievement steps [10]–[12], steps: 1) *reflection*, investigating to connect what is known and what is learned; 2) *research,* concretizing abstract understanding and focusing on relevant concepts based on the project; 3) *discovery,* carrying out a discovery process so that students can present solutions to various problems; 4) *application,* students learn a broader context by connecting between *STEM disciplines*; 5) *communication,* making products by communicating between friends and within the class.

The existence of learning media occupies an important position because the learning process is a communication process that takes place within a system. It is hoped that the existence of learning media can help students to obtain optimal results [13]. Therefore, *Life Cycle Diology* (LCD) media can be arranged via *Smart Apps Creator* (SAC). The application of media cannot be done carelessly or haphazardly but must be adapted to the conditions and situation. Of course, *Life Cycle Diology (LCD)* media with *Smart Apps Creator* (SAC) in several studies has been able to improve students' critical thinking skills [14], [15]. Apart from that, the results of studies related to PjBL-STEM revealed by Quang et al., (2015) explained that the application of STEM-PjBL learning is beneficial because students are invited to carry out meaningful learning in understanding a concept and explore through a project activity, so that students are actively involved. in the process. Through PjBL-STEM students can improve in creative aspects [17] and students can develop increased critical thinking [18]. Through this study, researchers will focus on researching the influence of LCD media through PjBL-STEM on students' critical thinking skills in elementary schools.

2. Method

The quantitative approach is the approach used in this research through a true experimental design (one group pretest-posttest design). The research subject was class V using a saturated sample technique or selecting all respondents to be the sample. The selection of this technique was based on criteria to measure students' critical thinking abilities in applying LCD media through PjBL-STEM. The data collection technique used in the research carried out was an essay test. The essay test is structured according to indicators of critical thinking skills with validity and reliability tests. The number of questions presented is ten critical thinking questions. The data analysis technique uses prerequisite tests and hypothesis testing through the T-test. Rubric refers to Facione, (1994) about critical thinking skills.

Table 1. Categories of critical thinking skills

Interpretation	Categories
$86 < x \leq 100$	Very high
$79 < x \leq 85$	High
$70 < x \leq 78$	Medium
$63 < x \leq 69$	Low
$50 < x \leq 62$	Very low

LCD media with *Smart Apps Creator* (SAC) can be accessed via the link https://bit.ly/3u5KyKr with the following display:

Figure 1. LCD Media- *Smart Apps Creator* (SAC)

3. Result

The data description carried out was to determine the influence of critical thinking skills on LCD media through PjBL-STEM with animal life cycle material. The data analyzed is in the form of an essay test. The description test is used to determine students' critical thinking skills.

Table 2. Validity test results

Question No	1	2	3	4	5	6	7	8	9	10
PC	.76 **	.53 *	.62 *	.77 **	.69 **	.53 *	.54 *	.83 **	.72 **	.53 *
2-tailed	,001	,048	.017	,001	,006	,048	,045	,000	,003	,048
N	14	14	14	14	14	14	14	14	14	14

Based on Table 2, it can be seen that for the validity test, the ten questions can be said to be valid because the significance value is less than 0.05.

Table 3. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,852	,856	10

Based on Table 3, it can be seen that for the reliability test, *Cronbach's alpha value* was 0.852, which is said to be reliable because the ten questions were above 0.6.

Table 4. Normality Test

		Unstandardized Residuals
N		12
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	1.61632195
a. Test distribution is Normal.		

Based on the results of the *Kolmogorov-Smirnov test,* it can be said that the data is normally distributed because the significance level is less than 0.05.

Table 5. Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885a	,784	,762	1,695

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regress	104,179	1	104,179	36,252	,000b
	Residual	28,737	10	2,874		
	Total	132,917	11			

Based on Table 5, the results of the hypothesis test can be said to be valid because the significance value is less than 0.05 through *ANOVA ᵃ*, while the R-Square value contribution to this result shows a value of 0.784 or 78.4%. This value means that the influence of LCD media via PjBL-STEM (X1) on critical thinking skills (Y) is 78.4%, and the remaining 21.6% is influenced by other variables outside the model. The results of the pretest and posttest on LCD media via PjBL-STEM on critical thinking skills can be seen in Table 6 below:

Table 6. Results of pretest and posttest scores

Respondent	Critical thinking skills												Total Pretest Results	Total Post-Test Results
	clarification			assessment			inference			strategies				
	Pretest	Posttest	Difference	Pretest	Posttest	Difference	Pretest	Posttest	Difference	Pretest	Posttest	Difference		
A1	17	19	2	13	17	4	14	16	2	15	20	5	59	72
A2	15	19	4	16	20	4	16	20	4	16	21	5	63	80
A3	17	21	4	17	21	4	19	22	3	20	23	3	73	87
A4	15	20	5	17	20	3	16	21	5	17	22	5	65	83
A5	15	20	5	16	19	3	16	19	3	17	20	3	64	78
A6	19	22	3	18	22	4	19	22	3	20	22	2	76	88
A7	17	22	5	17	21	4	15	19	4	17	19	2	66	81
A8	19	22	3	19	21	2	18	22	4	19	23	4	75	88
A9	18	23	5	19	21	2	18	22	4	19	23	4	74	89
A10	18	22	4	18	20	2	18	22	4	18	20	2	72	84
A11	15	18	3	14	19	5	17	19	2	15	20	5	61	76
A12	18	22	4	18	21	3	18	21	3	18	22	4	72	86
Average	16,92	20,83	3,92	16,83	20,17	3,33	17,00	20,42	3,42	17,58	21,25	3,67	68,33	82,67
Indikator Percentage	68%	83%	16%	67%	81%	13%	68%	82%	14%	70%	85%	15%		

Based on Table 6, it can be explained that the pretest and post-test scores for each indicator such as clarification experienced an increase in the overall student average of 3.92. The assessment indicator increased by 3.33, the inference indicator increased by 3.42, and the strategies indicator increased by 3.67. The average student's pretest results obtained a score of 68.33, while the post-test increased to 82.67. The results of applying LCD media through PjBL-STEM were able to provide an increase in value of 14.33. The distribution of student pretest and posttest score results can be seen in the following picture:
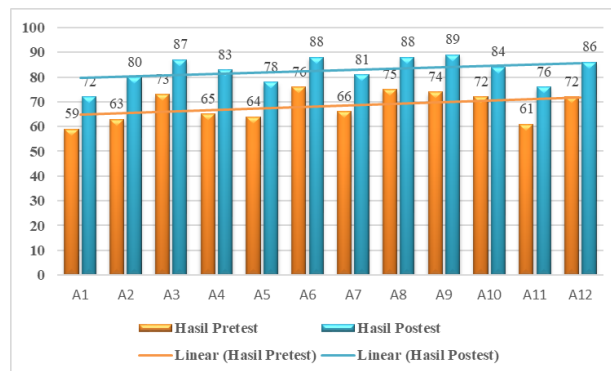
Figure 2. Diagram of increasing pretest and posttest results

Based on Figure 2, it can be seen that students' critical thinking skills show that the lowest pretest score was obtained by student A1 with a score of 59, while the highest score was obtained by student A6 with a score of 76. For the posttest results of students' critical skills, it shows that the lowest score was obtained by student A1 who got A9 students got a score of 72, while the highest posttest score was obtained by A9 students, each of whom got a score of 89. So far, the implementation of LCD media through PjBL-STEM has had the highest impact on strategy items, amounting to 21.25, while the one that is still lacking is the assessment of the item amounts to 20.17. Based on the average posttest results of critical thinking skills, students experienced a percentage of clarification of 83%, assessment of 81%, inference of 82%, and strategies of 85%. For all items in the post-test results in the high category according to the rubric referring to Facione, (1994) about skills think creative.

4. Discussion

The results of the critical thinking aspect of stage 1) clarification have the same characteristics, namely analyzing and discussing the scope of the problem, identifying the assumptions underlying the problem, and identifying the relationships between various problems. Through this indicator, students can write accurately and precisely the information they know and the questions they ask and are given a high category. This condition is by research which explains that students can explain accurately the information they know well [20]. 2) Assessment, collecting and evaluating relevant information, providing reasons why the evidence presented is valid or relevant, and establishing value judgments regarding evaluation criteria. The evaluation results are included in the medium category, students still have difficulty evaluating their learning activities according to the steps. Of course, these results require critical thinking to solve decision-making problems [21]. 3) Inference, conclusions according to processed data, generalization according to relevance in determining results, and analysis of relationships regarding various problems. At the reasoning stage, students already have a high level of compliance with the stages of applying LCD media through the PjBL-STEM model in decision-making and have proven to

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be average in reaching correct conclusions. This condition is supported by research findings which explain that the PjBL-STEM model can improve students' skills, especially critical thinking skills and self-efficacy [22]. This can be seen in student performance data which increases in each indicator, even though the criteria categories remain the same [23], [24]. 4) Strategy, making decisions based on steps in finding solutions, discussing concrete steps in solving problems, and evaluating and estimating results based on steps in solving problems. At the stage of developing problem-solving strategies in implementing the PjBL-STEM model, students have reached a very high level, so that the solutions developed in the discussion run smoothly. This activity is of course in line with research which shows that the PjBL-STEM model can increase concept mastery (medium) and improve critical thinking skills (high) [25], [26].

5. Conclusion

The results of this research found that through hypothesis testing with a significance value of less than 0.05, it could be explained that LCD media via PjBL-STEM had an influence on students' critical thinking skills of 78.4%, and the remaining 21.6% was influenced by other variables outside media and models. For critical thinking skills, the posttest results for clarification, assessment, inference, and strategies indicators are classified as high. Through these results, it is hoped that teachers can improve critical thinking skills optimally. The average student pretest result obtained a score of 68.33, while the posttest result increased to 82.67. The results of applying LCD media through PjBL-STEM were able to provide an increase in value of 14.33. For this reason, LCD media through PjBL-STEM can be used by teachers or other researchers to support active learning activities and focus on scientific activities that require students to improve critical thinking skills. Apart from that, LCD media through PjBL-STEM can develop skills according to the demands of the 21st century.

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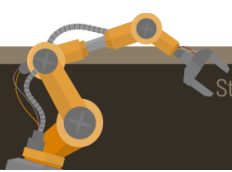
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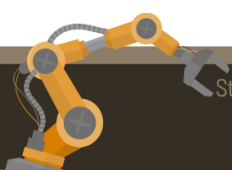
ENHANCING TEACHERS'S PEDAGOGICAL KNOWLEDGE THROUGH THE WORKSHOP OF SYSTEMATIC LITERATURE REVIEW

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Abstract

This paper is aimed to describe the effectiveness of Community Service Program which was purposed to: (1) provide insights to teachers on the Systematic Literature Review research method, (2) equip teachers with skills to conduct research using the SLR method and compile their research articles, and (3) impart skills to teachers in web-based digital technology for reference searching. In line with these objectives, The Community Service presents Systematic Literature Review and the use of Mendeley as a tool for reference management. The target area for PkM is schools located in the Wukirsari Village, which is one of the villages in the Cangkringan District, Sleman Regency. The participants are 39 teachers from 13 schools, ranging from elementary to high school levels. This program is conducted in the form of workshops and mentoring. The results show that the pre test average score of participants is 40.513, while the average post-test score is 67.436. Through a comparison analysis of the pre-test and post-test, the average N Gain score is 0.434, indicating a "Moderate" category. This means that the workshop has successfully had an impact on increasing the knowledge and skills of the teachers.

Keywords: Systematic literature review, teacher professional development, teacher professional writing

1. Introduction

One of the elements of a teacher's performance in teaching is pedagogical knowledge. Nearly four decades ago, the idea was introduced that a teacher should possess seven knowledge bases, including pedagogical knowledge (pertaining to the teaching process), knowledge of the curriculum, and knowledge of students and their characteristics [1]. In Indonesia, the Teacher and Lecturer Law No. 14 of 2005 has emphasized that the first competency standard for teachers is pedagogical competence [2].

Pedagogical Knowledge is a general understanding of (1) teaching methods' characteristics, (2) student characteristics, and (3) educational context characteristics [1]. Regarding the first dimension, which is the characteristics of teaching methods, it is important for teachers to be able to manage student behavior in the classroom and facilitate effective learning in terms of the process, activities, and assessment. In the pedagogical knowledge dimension, the characteristics of students involve a teacher's knowledge related to how students learn, their physical and mental development, and their learning motivation. In the third dimension, which is the characteristics of the educational context, teachers need to have knowledge about educational philosophy, curriculum, and educational goals. The high demands on teachers to continually improve their pedagogical knowledge are due to the changing paradigms in education, advancements in science and technology, and educational policies. Knowledge is not static, including pedagogical knowledge. Lately, teachers in Indonesia are encouraged to implement differentiated learning [3,4]. This paradigm challenges the "one-size-fits-all" approach. However, there are still fundamental issues, namely that teachers encounter obstacles in lesson planning as well as content development [5].

One of the strategies to enhance pedagogical knowledge is through professional development, which is an activity aimed at building skills, knowledge, expertise, and other characteristics in a teacher [6]. Professional development can take the form of research and scientific writing. Scientific writing is a piece of work produced from a series of activities, including investigation, observation, data collection obtained from field research, laboratory work, or literature review with the aim of discussing or solving a problem. Various forms of scientific writing produced by teachers in relation to their professional development include scientific papers based on research findings [7]. The various types of scientific writing produced by teachers in connection with their professional development consist of scientific papers derived from research reports.

Research and its publication in the form of scientific writings contribute to the development of an educator [8]. Therefore, research and the publication of scientific writings are essential for sharpening the skills of teachers. Unfortunately, teachers still encounter obstacles when it comes to conducting research and publishing their research findings. This is also observed among teachers in Kelurahan Wukirsari, Kapanewon Cangkringan, Kabupaten Sleman. Based on discussions with the Coordinator of the Education Service Unit (UPT Pelayanan

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Pendidikan) responsible for that region, the classic challenges faced by teachers include issues related to motivation, busy schedules, and teachers' capabilities. These findings align with research results regarding the difficulties teachers face in writing. The factors contributing to these challenges include psychological aspects like low motivation and self-confidence, workload that makes it hard for teachers to find time, as well as skills and technological factors such as difficulties in seeking references and the inability to optimize technology [9]. Another challenge arises from inadequate research facilities and the lack of mentoring or guidance for teachers conducting research. [10]. Given these conditions, teachers require alternative research methods that do not necessarily rely on primary data collection..

Teachers in the Village of Wukirsari have been primarily familiar with classroom action research and lesson study, which are based on primary data. They have not been exposed to research using secondary data. Therefore, this Community Service Program (PkM) aims to equip teachers with the skills to conduct research using secondary data, specifically Systematic Literature Review (SLR). This method was initially more prominent in the field of medicine for synthesizing research findings in a systematic, transparent, and reproducible manner. In SLR, there is the identification and critical assessment of relevant research, data collection, and analysis of studies related to the topic using explicit and systematic methods to review articles and all available evidence. The goal of a systematic review is to identify all empirical evidence that meets predetermined inclusion criteria to address specific research questions or hypotheses, while minimizing bias to provide reliable findings from which conclusions can be drawn and decisions can be made. SLR utilizes meta-analysis to analyze the combined results from various studies, allowing for the identification of patterns, discrepancies, or relationships that emerge across multiple studies on the same topic [11]. The core of the SLR method is to systematically review and identify journals, with each step following established protocols. Research articles using the SLR method are recognized and accepted by both national and international journals. SLR can help in setting research agendas [12]. Through SLR, teachers can review and critique existing educational practices while also following them up with classroom action research. Therefore, SLR can enhance pedagogical knowledge among teachers.

To conduct SLR, teachers need skills in reference search and the utilization of digital technology to facilitate citation. One of the tools that can be used is Mendeley. Reference manager technology is capable of automatically organizing references [13]. Based on the preliminary study, teachers in Kelurahan Wukirsari have not widely utilized web-based search and citation management features and applications like Mendeley for literature review and bibliography writing. However, the use of these applications has been proven to be very helpful in the convenience of writing scientific articles. On the other hand, the presence of artificial intelligence (AI) technologies such as Chat GPT, which is becoming known among academics, should be approached wisely by teachers. The role of Chat GPT can enhance the readability and language of research articles but not replace the primary tasks that authors must perform, such as data interpretation or drawing scientific conclusions [14].

Based on the given situation, several issues have been identified: (1) a lack of motivation among teachers to conduct research and produce scholarly works, (2) teachers' unfamiliarity with SLR as a research method, and (3) teachers' lack of skills in literature search and the use of reference management applications. Building on these conditions, this research is aimed to measure the effectiveness of the Community Service Program that provides teachers knowledge and skill in SLR.

2. Method

This research employs the classroom action research method with a one group pretest and posttest design. The number of participants involved is 39 teachers from 13 schools in the village of Wukirsari. Data analysis is conducted by comparing pre-test and post-test scores to produce the Gain normality test (N Gain test).

3. Results

This community service project is titled "Facilitating Research-Based Academic Publications through Digital Technology Optimization for Teachers in Kelurahan Wukirsari, Cangkringan District, Sleman Regency." The activities started with preparations in March 2023. The community service team coordinated with the village head of Wukirsari, the Coordinator of the Education Service Unit and the Head of SMK (vocational school) 1 Cangkringan School, Kapanewon Cangkringan. This community service program aims to develop the Wukirsari Village, and therefore, coordination with the village authorities and the Education Service Unit is essential. Coordination with the Head of SMK 1 Cangkringan is because the school has adequate facilities for conducting workshops. Scheduling for the workshops took relatively more time.

The second stage of the activity is the implementation of the community service in the form of workshops and mentoring for teachers. The targets for this workshop include:

1. Teachers understand the differences between the Systematic Literature Review method and other research methods.
2. Teachers understand the steps to perform the Systematic Literature Review method.
3. Teachers being able to create a background and problem formulation for scholarly articles based on systematic literature review.
4. Teachers being able to select relevant and suitable references from academic journals.
5. Teachers being able to compose analysis and conclusions in scholarly articles based on Systematic Literature Review.
6. Teachers being able to operate citation management.
7. Teachers being able to optimize search engines and AI applications for writing scholarly articles.
8. Teachers are able to create an outline for scholarly articles based on Systematic Literature Review.
9. Teachers being able to write scholarly articles based on Systematic Literature Review.

The workshop uses an andragogy approach and focuses on practical activities. The media used include online quizzes through quizziz.com, PowerPoint presentations, activity sheets, sample Systematic Literature Review research articles, Mendeley and Google Form applications. During the workshop, participants use their own laptops connected to the internet. After the workshop, mentoring is provided through a WhatsApp group, divided into five groups and takes place from June to September 2023. Each group is facilitated by a lecturer. The third stage is the evaluation. The PkM team provides a survey link to participants to rate their assessment of the workshop. This stage is also carried out to monitor the extent to which the expected outcomes of this PkM are achieved. The expected outcome is the creation of collaborative articles between teachers and the PkM team.

A total of 39 participants attended the workshop out of the targeted 40. The schools of the participants are 9 primary schools, 2 middle schools, 1 high school and 1 high vocational school. Throughout the training, the teachers demonstrated interest because the material was new to most of them. Here is an overview of the PkM implementation.

Table 1. The Sequence of Activities in Workshop

Day	Method	Media
1	Pre-test	Quizzes
	Presentation on SLR	PPT slides
	Teachers observe examples of research articles based on Systematic Literature Review	Sample article, worksheet
	Teachers identify the steps in conducting Systematic Literature Review research and report it on the Activity Sheet	Sample article, worksheet
	Presentation on how to create the introduction for SLR	Sample article, worksheet
	Presentation on how to select relevant and appropriate references from academic journals	Worksheet, journal website
2	Teachers practice direct reference searching using databases such as Arjuna, Google Scholar, and Elsevier	website
	Presentation on Mendeley	Mendeley
	Tutorial and practice on using citation management	Mendeley
	Composing an outline of the SLR research draft	Worksheet
	Post test	Quizzes
	Coaching and consultation	Email, WhatsApp

To measure the success of the training method, data analysis is conducted on the results of the pre-test and post-test. The method used for data analysis is through pre-experimental research with a one-group pretest and posttest design. Data is analyzed by performing the Gain normality test to calculate the training's impact on the participants using the formula [15]:

$$\text{N Gain Score} = \frac{Skor\ posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

The calculation of N Gain values for all workshop participants is presented in the attached table.

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Referring to the attached table, the average pretest score is 40.513, while the average post-test score is 67.436. The highest individual N Gain Score obtained is 0.8, and the lowest is 0. Here are the criteria for N Gain values for participants using the N Gain value categorization table.

Table 2. The Categorization of N Gain Score

N Gain Score	Category	N
G >0,7	High	5
$0,3 \leq G \leq 0,7$	Moderate	21
G<0,3	Low	13
N		39

On average, the N Gain Score reaches 0.434, which falls into the "moderate" category. However, based on the average percentage of N Gain Score, which is 43.417%, it can be interpreted that the workshop method is "less effective." This aligns with the interpretation provided in Table 3.

Table 3. Interpretation of Effectiveness Based on N Gain Percentage (%)

Persentase	Tafsiran
<40	Ineffective
40-55	Less effective
56-75	Effective
>76	Very Effective

In terms of training outcomes, out of the 39 teachers, 5 have followed up on the training by creating draft articles, and 1 person has reached the stage of submitting an article.

4. Discussion

In terms of the comparison between the pre-test and post-test, the results indicate that the N Gain falls into the "less effective" category. In response to this, there are a few aspects that need to be reviewed. One technical obstacle is that some participants had laptops that were not compatible with the requirements of the Mendeley application. As a result, participants' speed in receiving and following the material varied. Additionally, age factors also influenced the agility of participants in navigating the application..

Effective professional development for teachers is characterized, in part, by the presence of mentoring and expert support to meet individual teachers' needs and promote theory-based and evidence-based sharing [16]. Efforts have been made by the lecturers during the workshop. However, the arrangement of classic tables and chairs limits the flexibility of the presenters. This is because the room's furniture layout is not easily rearranged due to its weight. Additionally, the room's space is relatively limited.

Another issue is the adequacy of training time, especially in the part related to journal searching and citation management. This occurs because there was feedback from all participants' school principals regarding the desired brief, concise, and compact workshop schedule. Furthermore, at the same time, the teachers also faced academic and administrative work commitments at their schools, so the community service team had to compromise with this situation. The limited duration of the workshop left the teachers with insufficient time to operate citation management digital applications directly. The theory of teacher professional development suggests that teachers should be encouraged to collaborate and engage in mentoring [17]. In this case, the trainer suggested that participants continue practicing at home and collaborate with colleagues from their own or other schools to produce scholarly articles.

Based on the findings, the difficulty teachers face in completing their assignments after the workshop reflects the level of motivation for professional development that needs to be optimized. This workshop results implies that the learning process for teacher professional development should encourage teachers to improve their self-regulated learning. Self-regulated learners are active participants in their learning process. This included their

attempt to monitor and regulate their cognition, motivation, and behavior in regard to achieve their learning goal [18].

Another thing that should be taken into account is the factors that influence teacher's motivation are personal expectations, need satisfaction, and work climate [19). As teachers shared in the workshop, workload triggers difficulties for teachers in balancing their time between teaching and professional development. This may be related to a relatively non-conducive work environment. Another influential factor is the age of the teachers. Using a reference manager requires teachers to be able to operate applications on a computer. Previous research has revealed a strong influence of age on teachers' interest in using information and communication technology [20].

5. Conclusion

Teachers have shown interest in the Systematic Literature Review (SLR) research method as an alternative form of research and scholarly publication. The two-day training has resulted in an increase in participants' knowledge and skills, as evidenced by the average N Gain Score of 0.434. Individually, 5 participants achieved high N Gain scores, 21 participants were in the moderate category, and 13 participants were in the low category. So, 69% of participants have achieved a good N Gain score. However, based on the interpretation of the N Gain percentage, the workshop still needs to improve its effectiveness.

The implications of this research suggest the need to encourage teachers to read scholarly journals to keep their knowledge about learning innovations up to date. Schools can also collaborate with higher education institutions to co-write articles in scholarly journals. Additionally, training activities for scholarly publications using digital advancements should be held regularly and continuously to produce articles published in scholarly journals. To be more effective, training and mentoring should be conducted in small groups, scheduled, and accompanied by rewards or compensation if teachers are able to produce articles.

Acknowledgement

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TRAINING ON USING VIRTUAL LAB-BASED SCIENTIFIC INVESTIGATION DESIGN LEARNING TO IMPROVE SCIENCE TEACHERS' ABILITY IN TEACHING LEARNING AND INNOVATION SKILLS

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Abstract

Learning and Innovation Skills (4Cs) are one of the important abilities that must be mastered in the 21st century. The program aims to (1) improve participants' knowledge regarding virtual lab based-scientific investigation (VLSI) and learning and innovation skills (4Cs), (2) train participants' abilities in developing science instructional tools that are VLSI design oriented. The subjects were The Yogyakarta City Science Teachers' Conference (MGMP IPA). It was held on 18-19 August 2023 and was attended by 30 teachers. The stages of this activity include preparation, implementation, and evaluation. At the preparation stage, coordination between members, division of tasks, determination of activities and materials sequence were carried out. In addition, coordination was also carried out with partner coordinators to determine the time and place of activities. At the implementation stage, knowledge enrichment and a workshop on developing science instructional tools to implement VLSI were carried out. Finally, the program was closed by evaluating both process and results as well. The results show that the program can increase teachers' knowledge regarding VLSI and 4Cs and is able to train participants' abilities in compiling VLSI-oriented instructional tools. This can be seen from the increase in pretest and posttest scores and the resulting instructional tools which are in the "Good" category. It is hoped that the results of the training can help teachers face the challenges of science learning in the 21st century.

Keywords: Training, Science Learning Design, Virtual lab-based scientific investigation (VLSI), Learning and Innovation Skills (4Cs)

1. Introduction

Today's education is obliged to equip students with 21st century skills because these skills will determine their success [1]. There are various kinds of 21st century skills that need to be provided to students, but among them, the learning and innovation skills aspect is the most important skill aspect that students must master at primary to secondary education levels [2]. Based on a survey by The American Management Association (AMA) [3] it shows that these skills will be very important for the world of work in the future. Thus, teachers are expected to be able to develop these skills through the learning they carry out.

The Yogyakarta City Science Teachers' Conference (MGMP IPA) consists of science teachers from junior high schools located in the Yogyakarta City area. The MGMP member teachers are very diverse in terms of age, teaching experience, field of study background, and also mastery of ICT in learning. These teachers actively participate in activities held by MGMP regularly to develop their professionalism. This forum is also very open to collaboration with various parties, especially universities, so that member capacity can continue to develop.

The problem identification process has been carried out through interviews with MGMP administrators. The results show that teachers experience difficulties in developing students' 4Cs skills. As explained above, teachers must be able to integrate these skills into learning, but in fact many teachers have not integrated this well. In fact, some teachers do not yet pay attention to developing these skills and still only focus on cognitive mastery of lower order thinking (LOT) level. Thus, it is not surprising that students still have not mastered these 4Cs skills well.

As a solution, science teachers need to implement science learning that supports the development of 4Cs skills with the right strategy [4]. The pedagogical strategy to empower this competency is to utilize technology to create a richer learning environment that can build 21st century skills. This strategy is to (a) become aware and literate of technology; (b) assign problems that occur in the real world for students to solve using technology; and (c) create collaborative problem-based learning experiences using resources obtained via the internet. Thus, the main domains of 21st century skills in the form of digital literacy, intensive thinking, effective communication, high productivity and spiritual and moral values can be achieved through continuous practice in the learning process [5]. Based on this opinion, so that 4Cs skills can be developed in science learning, investigative activities
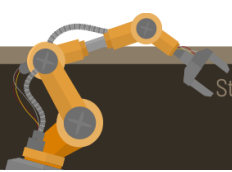
can be carried out involving the use of technology based on real problems related to certain phenomena or concepts.

Investigation is one of the spirits inherent in science, this is because basically science is a series of concepts that are related and develop from the results of investigations [6]. Even Chiapetta & Koballa [7] stated that science can be seen as a way of investigation, where science provides several approaches to constructing knowledge by means of investigation using the scientific method or other relevant research methods. Science learning must emphasize providing direct experience to build the ability to explore and understand the surrounding environment scientifically through inquiry activities [8]. Investigative activities can be carried out with the help of technology such as virtual labs. Virtual lab is a new scientific research method based on a virtual computer system that combines computer technology and traditional instrument technology so that it can expand the functions of traditional experimental instruments [9]. In this way, students can simulate practical activities like in a laboratory through this virtual lab.

VLSI learning design is a learning design that emphasizes investigative activities by utilizing virtual lab technology. This learning design has the main steps, namely: (1) Observe something of interest, (2) Formulate a question that can be answered in a measurable way, (3) Formulate a hypothesis, (4) Set up an experiment to test the hypothesis using virtual lab, and (5) Concluding. Through this series of activities, it is hoped that students can carry out investigations in groups using various thinking skills and communicate the results effectively. Therefore, implementing this learning design can improve students' 4Cs skills. Based on this description, this service program aims to: (1) improve participants' knowledge regarding VLSI and *4Cs skills*, (2) train participants' abilities in developing science instructional tools that are VLSI design oriented.

2. Method

The target audience of the training is The Yogyakarta City Science Subject Teachers' Conference (MGMP IPA). In general, this activity is divided into three stages, namely preparation, implementation and evaluation. In the preparation phase, a field study was carried out by conducting interviews with MGMP administrators to explore the problems faced by partners and design solutions. Determination of participants, place, tools & materials needed, training schedule, training modules and process and results evaluation instruments are carried out at this stage. After the solution design is prepared, the training implementation stage is held. Practically, the methods used in implementing the training can be described as follows: (1) pretest, used to explore participants' initial knowledge regarding VLSI and 4Cs Skills; (2) lecture and discussion methods, used to enrich participants' knowledge regarding VLSI material and 4Cs Skills, and (3) workshops, used to facilitate participants in identifying learning experiences that can facilitate 4Cs Skills, identifying aspects of 4Cs Skills that can be developed in VLSI design , analyzing the content of VLSI activities & aspects of 4Cs Skills on the examples of devices provided, as well as developing VLSI-oriented learning tools according to the selected material. All workshop activities are guided by participant worksheets so that activities are more focused. In the final stage, an evaluation of activities is carried out both in terms of process and results.

Evaluation of the program is carried out in two ways, namely process evaluation and result evaluation. Process evaluation is used to assess the level of success of the training process with benchmarks if the training is attended by at least 25 participants and if at least 75% of the participants are able to attend each stage of the training. Evaluation of the results is done by assessing the output of the training. The expected result of the training is that the participants gain knowledge enrichment and are able to compile VLSI oriented instructional tools. The training is considered to have good results if at least 75% of the participants get knowledge enrichment and can develop this learning tool with "good" scores.

3. Results and Discussion

The training was carried out on 18-19 August 2023. The activity was attended by 30 participants who were members of the Yogyakarta City MGMP IPA. The training was held offline in Meeting Room II FMIPA UNY. The activity begins with giving a pretest to measure the participants' initial knowledge. The pretest contains 10 multiple choice questions related to 4Cs Skills material and VLSI learning design. The pretest results showed that the majority of participants did not have good initial knowledge regarding this material. These results can be seen in Figure 1.

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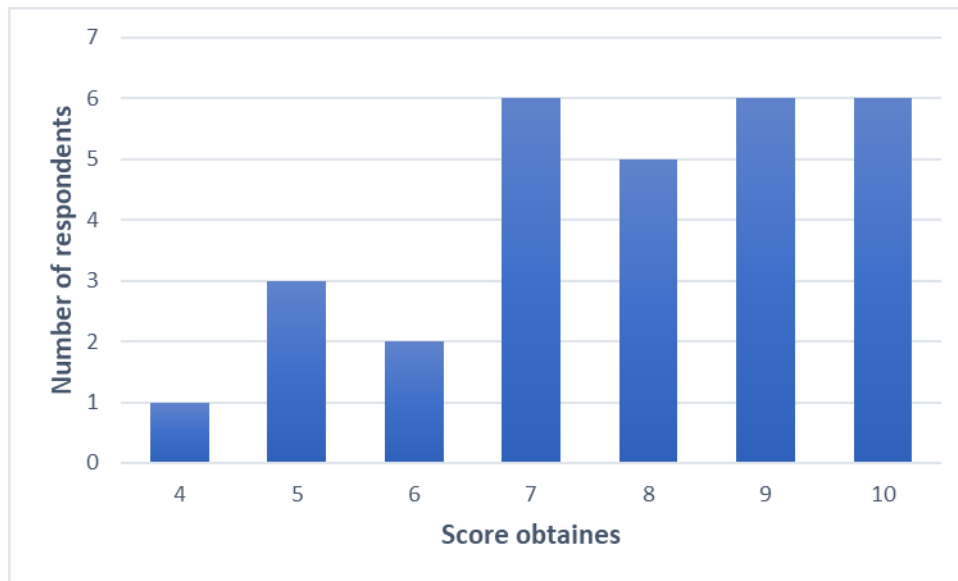
Figure 1. Participant pretest results

After participants take the pretest, the next stage is the delivery of material which aims to ensure that participants gain enriched knowledge as a preparation for participating in the next training activity. To begin the material, brainstorming was conducted to explore participants' experiences regarding: (1) the obstacles faced in developing students' 4Cs Skills, (2) the extent to which teachers have utilized innovative and oriented science learning towards developing 4Cs Skills, and (3) the extent to which participants' knowledge regarding VLSI-based science learning. The results of the brainstorming show that teachers still experience obstacles in developing these skills. Even though these skills have been integrated in the learning plan document, in practice they are still not optimal because they do not really understand the essence of it.

Based on the results of brainstorming, participants were then given enrichment material through lectures. The topics presented include: (1) challenges of the 21st century, (2) the urgency of 4Cs Skills for students, 3) VLSI-based science learning design, 4) integration of 4Cs Skills in VLSI-based science learning, and 5) examples of oriented learning tools on VLSI design. To strengthen the participants' learning experience, a group discussion was then held guided by a worksheet, the results of which were collected as one of the training invoices. The questions and answer method is also used to clarify or strengthen important topics that need to be emphasized in this material. The process of enriching this material can be seen in Figure 2.

Figure 2. Delivery of material by the speaker

After participants have sufficient knowledge regarding the materials, the activity continues with a workshop on developing learning tools oriented towards VLSI design. The tools developed are learning scenarios and student worksheets. Activities start with curriculum analysis and determining appropriate materials to be taught with VLSI design and have the potential to develop 4Cs Skills. Next, in groups, participants discuss and design this learning tool. During the workshop activities, the service team took turns guiding and directing the participants so that they did not experience obstacles. The learning tools that have been produced are reviewed by the team and assessed for quality. The workshop activity process can be seen in Figure 3.

Figure 3. Participants discussing in groups during the workshop process

The final step is evaluation. Participants were given a posttest to measure their knowledge after participating in the training. In general, participants experienced an increase in knowledge when compared with the pretest results. The posttest results can be seen in Figure 4. Apart from that, to see participants' responses to the training process, participants were given a questionnaire. This questionnaire uses a scale of 10 where the teacher can give a level of agreement to several statements submitted. Participants can also provide feedback openly regarding the strengths and weaknesses of the activity.
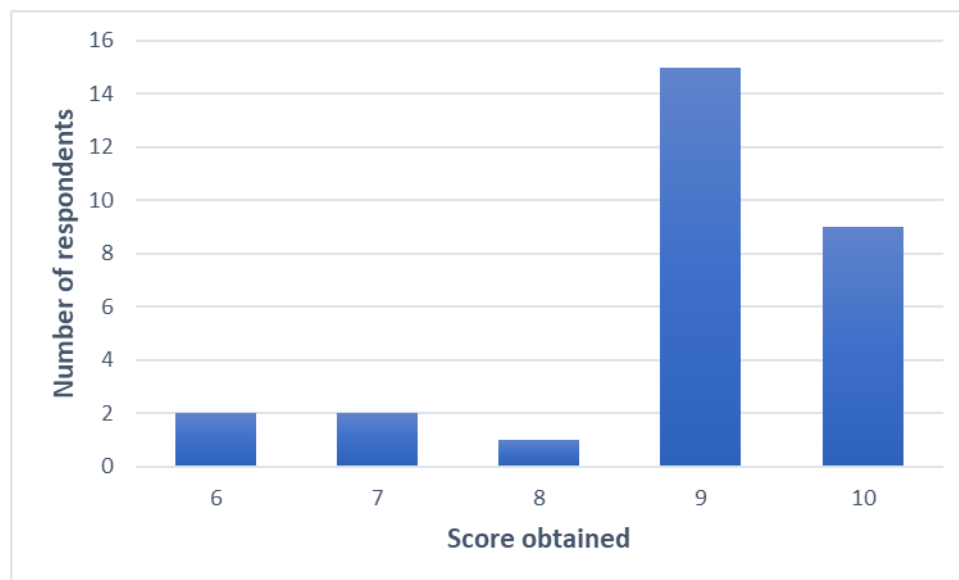
Figure 4. Participant post-test results

Based on the results of the activities that have been carried out, it can be stated that the training has achieved the expected objectives. This can be seen using two parameters, namely process and results. In terms of process, there are two indicators that can be measured, namely the number and ability of participants in participating in each stage of training. In terms of numbers, this activity was attended by 30 participants out of the 25 targeted

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participants. This number exceeded the initial target, although there was still 1 participant who could not participate in full due to busy activities at school. As a result, this training activity was also able to increase participants' understanding, as seen from the average pretest score of 7.83 and increased to 8.93 in the post-test. Apart from that, 24 out of 30 participants (80%) have successfully completed the training bill in the form of scenarios and worksheets with a "good" score. In general, participants also gave positive responses to the training that had been carried out and hoped that it could be continued on future occasions.

4. Conclusion

Based on the results and discussion, it can be concluded that the training are able to :

a. increase participants' knowledge regarding VLSI learning design and learning and innovation skills. It is proven by the increase in pretest scores from 7.83 to 8.93 on the posttest.

b. increase participants' abilities in developing science learning tools that are oriented towards VLSI design. As many as 80% of participants were able to produce this device with a "good" score.

Acknowledgement

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EVALUATION OF THE IMPLEMENTATION OF SCIENCE LEARNING WITH MULTICULTURAL-BASED ETHNO-STEAM LEARNING MODEL

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Abstract

This research aims to evaluate the implementation of natural sciences learning using a multicultural-based Ethno-STEAM learning model. In the era of globalization, multiculturalism has become an important aspect of education that encourages the development of understanding, tolerance and cooperation between cultures. The multicultural-based Ethno-STEAM learning model integrates elements of ethnoscience and science by paying attention to cultural diversity in the classroom. *[Times New Roman 10, justified]*

Keywords: ethnoscience, implementation of learning, learning models, multicultural, STEAM.

1. Introduction

The learning paradigm shift from teacher centered learning to student centered learning, has implications for the learning process that focuses on developing intellectual abilities, skills, and attitudes by encouraging students to construct knowledge through interesting activities, relevant to everyday life, using various learning resources, and engaging interactively [1]. The student-centered learning system provides opportunities for students to learn independently so as to acquire new knowledge and skills needed to deal with changes [2]. Independent learning opportunities require learners to organize their own learning, plan, and monitor learning independently in new contexts [3]. The success of learning is influenced using appropriate learning strategies. The use of effective learning strategies is important to achieve optimal learning outcomes. The focus of the selection and use of learning strategies is the integration of material and the development of key skills that can be transferred to lifelong learning and include reflective practice, critical thinking, and systematization [4].

The focus of learning today is the mastery of 21st century skills as preparation for the world of work [5]. 21st century skills integrate knowledge, skills, attitudes, and mastery of ICT. It aims for graduates to be able to solve various problems by thinking creatively and using technology, generate original ideas from various sources, be better prepared to thrive in a digitally and globally interconnected world, and adapt to changes that occur at any time. Therefore, the learning activities designed must be innovative, which is able to activate students in building knowledge and developing skills.

21st century skills can be taught through science learning. Science learning is closely related to science itself [6]. Science learning emphasizes inquiry activities through experimentation and encourages learners to recognize, explore, and verify natural science [7] so that students can construct knowledge in their own way through problem solving, become more meaningful, and be able to apply it to the environment and technology. Activities designed in science learning aim to develop knowledge and understanding of scientific ideas and understand how scientists study nature [8] through challenging questions or problems, problem solving, decision making and scientific inquiry.

Based on the results of the students' questionnaire, it is known that the science learning process is carried out by listening to the teacher's explanation while taking notes, conducting discussions and questions and answers, studying in groups, summarizing the material, and working on exercise questions contained in textbooks or student worksheets. This statement is reinforced by the results of teacher interviews which state that learning is more often done in one direction and uses textbooks that have been provided by the government. The challenge faced is that students are often absent from school because they attend traditional ceremonies organized by the village where they live. The school gives permission for learners to participate in traditional ceremonies and gives assignments instead. The same and repetitive learning process will make learners only have the ability to accommodate information without thinking critically and creatively [9].

Another problem faced is the absence of local culture integration in science learning. Teachers have never integrated local culture due to time efficiency. Integrating local culture requires preparation starting from

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identifying local cultures that are in accordance with science concepts, reconstructing local knowledge in Western science, and creating learning resources that contain local culture. The absence of local culture content results in students not being able to understand the meaning of science contained in the traditional ceremonies they often perform. This condition is similar to research [10] that science lessons in schools lack local culture in the local area, educators lack understanding of the meaning of science in local culture so that it is difficult to connect teaching materials with scientific values of local culture, low knowledge of local culture, and students' understanding of natural phenomena becomes meaningless.

Based on the above problems in order to form a young generation that has 21st century skills without forgetting local culture and fostering a positive attitude towards science, a multicultural-based Etno-STEAM learning model was developed. Multicultural-based ethno-STEAM is a learning model that combines STEAM with local cultural contexts that contain science concepts or called ethnoscience [11] based on the cultural diversity of learners to develop critical, creative, innovative, and collaborative thinking skills [12]. In multicultural-based Etno-STEAM, learning activities are designed through the presentation of authentic problems related to ethnoscience, based on the cultural diversity of learners, and structured tasks that can encourage learners to solve problems or complete tasks by integrating various disciplines in groups.

The multicultural-based Etno-STEAM learning model aims to teach awareness of local cultures and problem-solving processes by taking into account the cultural diversity of learners. Multicultural integration in Etno-STEAM is based on five dimensions of multicultural education namely: 1) lesson content integration, 2) knowledge construction, 3) prejudice reduction, 4) equity pedagogy, and 5) empowering school culture [13]. The multicultural-based Etno-STEAM learning model emphasizes interaction among a group of individuals with different backgrounds. The differences that exist are expected to strengthen the interactions that are established. Through the existing diversity, learners can construct knowledge from the perspective of various cultures, increase tolerance, discuss problem solving, and learn multicultural values, namely democratic, pluralist, and humanist. When multicultural values are well implemented, individuals are able to work together in diversity [14]. This research aims to evaluate the implementation of natural sciences learning using a multicultural-based Etno-STEAM learning model.

2. Method

Research and development (R&D) is the research type that is employed. The Borg n Gall model is referred to throughout the research stages. The steps taken by Borg & Gall include 4) preliminary field testing, 6) main field testing, and 8) operational field testing in order to assess the viability of the multicultural-based Etno-STEAM learning paradigm. Ten students in a small class participated in the preliminary field testing. Primary field testing was conducted in a class consisting of 27 students. Operational field testing was conducted with 27 students in each of the experimental and control classes. Data on learning implementation was obtained through observation. Observation was carried out when learning took place and used a minimum of two observers. The instrument used was the learning implementation observation sheet. Observers filled in the observation sheet in accordance with the filling instructions and actual conditions. The observation sheet uses a Likert Scale ranging from 1 to 4.

The data obtained was analyzed using a descriptive percentage technique. The equation used is:

$$P = \frac{x}{\sum x} \times 100\%$$

(1)

Note:

P : persentase

xx : number of learning stages carried out

$\sum x \sum x$: total number of stages learning

Percentage results are converted into criteria as in Table 1.

Table 1.   Criteria for the implementation of the learning model

No.	Score Range	Criteria
1.	76%– 100%	Very practical, the learning model can be implemented very well
2.	51% – 75%	Practical, the learning model can be implemented well
3.	26% – 50%	Practical enough, the learning model can be implemented fairly well
4.	0 – 25%	Less practical, less well implemented learning model

3.   Results

Implementation of learning refers to the implementation of the learning process that involves a series of steps and strategies designed to support the achievement of learning objectives effectively. The implementation of learning uses the model and learning tools that have been prepared previously. The results of the learning implementation in the preliminary field testing are presented in Table 2.

Table 2.   The results of the learning implementation in the preliminary field testing

Learning syntax	First meeting		Second meeting	
	P1	P2	P1	P2
Orienting learners to the problem	13	15	14	15
Identify learners' indigenous knowledge	3	3	4	3
Identify relevant science concepts	8	8	8	8
Guide collaborative problem solving	11	11	11	12
Develop and present work	7	7	6	7
Evaluate results and problem-solving process	7	7	7	7
Score obtained	49	51	50	52
Maximum score	56	56	56	56
Percentage of implementation	87.5	91.1	89.3	92.9
Average percentage of implementation	89.3		91.1	

Note:

P1 : Observer one

P2 : Observer two

Based on Table 2, it can be seen that the learning took place in accordance with the syntax of the learning model. Each activity written in the learning syntax is well implemented as indicated by the percentage of implementation from both observers of 89.3% in the first meeting and 91.1% in the second meeting.

The main field testing used draft I to obtain practicality and effectiveness data. Draft I is a prototype that has been revised based on feedback during the initial trial. The trial was conducted in one class with 27 students.

Table 3.   The results of the learning implementation in the main field testing

Learning syntax	First meeting		Second meeting	
	P1	P2	P1	P2
Orienting learners to the problem	15	13	15	13
Identify learners' indigenous knowledge	4	4	3	4
Identify relevant science concepts	8	8	7	8
Guide collaborative problem solving	11	12	12	11
Develop and present work	6	6	7	7
Evaluate results and problem-solving process	7	6	7	7
Score obtained	51	49	51	50
Maximum score	56	56	56	56
Percentage of implementation	91.1	87.5	91.1	89.3
Average percentage of implementation	89.3		90.2	
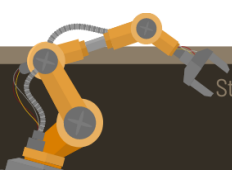
Based on Table 3, it can be seen that the learning took place in accordance with the syntax of the learning model. Each activity written in the learning syntax is well implemented as indicated by the percentage of implementation from both observers of 89.3% at the first meeting and 90.2% at the second meeting.

The operational field testing using draft II to obtain practicality and effectiveness data. Draft II is a revised draft I based on feedback during the limited class trial. The trial was conducted in two classes, namely experimental and control classes with each class consisting of 27 students. Implementation data was only taken in the experimental class. Teachers taught science using the models and learning tools that had been developed. The resulting data is shown in Table 4.

Table 4.   The results of the learning implementation in the operational field testing

Learning syntax	First meeting		Second meeting	
	P1	P2	P1	P2
Orienting learners to the problem	15	13	15	13
Identify learners' indigenous knowledge	4	4	4	4
Identify relevant science concepts	8	8	7	8
Guide collaborative problem solving	11	12	12	11
Develop and present work	6	6	7	7
Evaluate results and problem-solving process	7	6	7	7
Score obtained	54	56	55	56
Maximum score	56	56	56	56
Percentage of implementation	96.4	100	98.2	100
Average percentage of implementation	98.2		99.1	

Based on Table 4, it can be seen that the learning took place in accordance with the syntax of the learning model. Each activity written in the learning syntax is well implemented as indicated by the percentage of implementation from both observers of 98.2% in the first meeting and 99.1% in the second meeting.

4. Discussion

The average learning implementation is 92.87% with very practical criteria, which means that the learning model can be implemented very well. Teachers can carry out every activity written in the learning syntax very well. The activities of teachers and learners in each learning syntax are a description of the social system and are described in detail as an effort to achieve learning objectives. At the beginning of learning or the first syntax, the teacher motivates students by presenting contextual problems with ethnoscience content and conveying learning objectives. In the first syntax, the teacher mentions the local culture around students with the aim of knowing the initial knowledge of students related to the local culture presented.

In the second syntax, the teacher explores the knowledge and understanding of indigenous knowledge of students related to the problem given. The goal is to find out the level of understanding of students' indigenous knowledge. According to [15], learners' indigenous knowledge is original and as important as the "official" scientific view, whether it is right or wrong. In the third syntax, teachers guide learners to identify relevant basic science concepts. The goal is to provide a science perspective that is appropriate to a particular topic. According to [16], analyzing the content structure of science informs how the phenomenon can be explained scientifically and determines the knowledge needed to understand the phenomenon.

In the fourth syntax, the teacher forms collaborative teams with 4-5 heterogeneous members, facilitates learner collaboration in scientific inquiry, and monitors learner involvement in collecting data during the investigation. At this stage, learners are given the opportunity to solve problems collaboratively. Through collaborative activities, learners can develop collaborative problem-solving skills and foster multicultural values. In the fifth syntax, teachers facilitate learners in designing and producing science works and guide group presentations. At this stage, learners get the opportunity to develop creativity related to problem solving. In the sixth syntax, teachers encourage learners to evaluate learning outcomes and reflect on the problem-solving process and its follow-up.

5. Conclusion

The multicultural-based Ethno-STEAM learning model can be implemented well. This can be seen from the implementation of each learning syntax. Teachers can carry out learning activities to create a fun and interactive atmosphere that will have an impact on the success of students' learning.

Acknowledgement

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COMMUNITY-BASED EDUCATION IN NEW MEDIA FOR EMPOWERING WOMEN THROUGH @SP_KINASIHYOGYAKARTA

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Abstract

The actualization of democracy in community-based education as an educational service effort for the community. Where the aim is to face the dynamic problems of life. Development in education brings women's empowerment which leads to changes in the production of decisions that impact people's lives. Collaboration with technology will open up learning space for women to create innovations for the nation's progress. Globalization encourages the awakening of local existence and identity through media and community activism. Kinasih Women's Solidarity operates by collaborating with grassroots women who are oriented towards fighting for justice for women, vulnerable groups and minorities. This article aims to examine how community-based education is carried out by the Kinasih Women's Solidarity in Yogyakarta through the social media Instagram. This research uses a constructivist paradigm and a qualitative approach with qualitative content analysis techniques. There are several types of content that can be grouped on the Instagram account @sp_kinasihyogya as an effort to educate in the form of legal instruments to protect, introduce the Ecofeminist Movement women, to reflect on stigma and violence against women

Keywords: Community education, empowering woman, new media, @sp_kinasihyogyakarta

1. Introduction

Community-based education is a mechanism that plays a role in building opportunities for the community to increase knowledge and technology through learning [3]. This phenomenon is present in line with the flow of modernization which provides space for openness in the field of education. Society needs to be empowered, given opportunities and freedom, so that they are allowed to manage things that are needed and intended for the community itself [17]. Education as a central aspect in social life is managed in a decentralized manner and provides widespread opportunities for community participation. So that optimizing education includes synergistic and collaborative efforts with fellow individuals for mutual progressive interests. According to Effendi [3], it represents a cooperative relationship so that the community has aspirations that are accommodated in planning actions and implementation of educational programs. The realization of democracy through community-based education is an effort to provide educational services to the community in facing increasingly dynamic life challenges. According to Galbraith [18], community-based education has several principles in the form of self-determination, self-help, leadership development, localization, integrated delivery of service, reduce duplication of service, accept diversity, institutional responsiveness, and lifelong learning. The realization of democracy through community-based education is an effort to provide educational services to the community in facing increasingly dynamic life challenges.

Development brings women's empowerment which leads to changes in the production of decisions that impact people's lives. Non-formal education can be a space for developing one's potential to master knowledge, functional skills, and develop professional attitudes and personality [7]. Providing training, education and empowerment to women is closely related to the orientation so that women are able to have a decent life in their daily lives [22]. Women as a group with the empowerment to form community education to become a process of emancipation. So that women use their potential to become agents in their lives and create positive social change [14]. Discrimination is still often experienced by women, there is exploitation in the economic realm, politics, culture, and so on. Women are placed in a position to become powerless and subordinate, which is still the case in developing countries, including Indonesia. Even though women have an important role in all fields of development, they contribute directly and indirectly to economic development [11]. Non-formal education has flexibility in terms of age, time duration, and materials, making it possible for women to get education according to their needs, quickly, and can be implemented as quickly as possible according to urgent needs [1].

The application of science and technology is a pioneer in building national civilization through education. Collaboration with technology will open up learning space to give birth to innovation for the nation's progress. Globalization encourages the awakening of local existence and identity through the media. Whereas a form of

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resistance to global uniformity experienced by communities in the world [2]. Media determines the personal and social consequences that the medium can present. Community media provides access and participation to actively provide access for the community [8]. The presence of community media as a tool in managing and developing civil society. According to Lievrouw & Livingstone [5], there are several characteristics possessed by community media which have important consequences in the form of proximity, empathy and interaction [10].

Kinasih Women's Solidarity is a women's solidarity community that is present in several provinces in Indonesia. The first Women's Solidarity in the Yogyakarta community was the Kinasih Yogyakarta Women's Solidarity or SP Kinasih. Where the word Kinasih means beloved or loving. The Kinasih Women's Solidarity Community operates in collaboration with grassroots women who are oriented towards fighting for justice for women, vulnerable groups and minorities. The movement from the Kinasih Women's Solidarity Community prioritizes feminist principles and operates with various strategies in the form of organization, advocacy, campaigns, and capacity building. Raising educational awareness about feminism also aims to produce leaders, activists, and people who fight for women's sovereignty over agrarian justice, climate, food and sexuality. Through this progressive movement, it is hoped that a social order of egalitarianism and ecology can be created that surrounds the system of relations between men and women symmetrically. Where men and women are able to share access and control over resources in social, cultural, economic and political aspects equally.

In carrying out community-based education, Kinasih Women's Solidarity in Yogyakarta actively uses Instagram social media with the account @sp_kinasihyogyakarta. Through Instagram modes, the Kinasih Women's Solidarity community presents a variety of content related to feminism and increasing women's empowerment. This is legitimized in the bio on the Instagram account profile @sp_kinasihyogyakarta in the form of "Women's Solidarity for Human Sovereignty. Fighting for women's sovereignty and justice over their bodies, food, climate, land and sexual diversity." As of October 4th 2023, there were 1,064 posts, 5,352 followers and 4,338 following which were able to represent the active activities of the Kinasih Yogyakarta Women's Solidarity community on Instagram social media. On the basis of this phenomenon, this article will explain how community-based education is carried out by the Kinasih Women's Solidarity in Yogyakarta through the social media Instagram which aims to empower women.

2. Method

This research uses a critical paradigm with a qualitative approach. This research was conducted online through observation and data collection on Instagram social media as a primary data source. Meanwhile, secondary data sources were obtained through relevant articles, books, and research results that can support this article. Apart from that, this research uses qualitative content analysis techniques in processing the data found. The subject of this research is the social media account @sp_kinasihyogyakarta and the subject of this research is the content presented in the period from January 2022 to September 2023. To test the validity of the data, this research uses theoretical triangulation.

3. Results

As a community that is present in new media by taking action through virtual space to carry out education and education, there are several types of content that can be grouped on the Instagram account @sp_kinasihyogyakarta.

a. Legal instruments to protect

Woman

-    TPKS Bill (Criminal Acts of Sexual Violence)

Figure 1. TPKS Bill

The TPKS Bill exists as an embodiment of the state in providing a sense of justice and protection to victims of sexual violence. It is hoped that the TPKS Bill will be able to regulate criminal acts of sexual violence which previously were not regulated in detail by law.

- PPRT Bill (Domestic Worker Protection)

Figure 2. PPRT Bill

The PPRT Bill aims to realize protection for domestic workers which is part of efforts to uphold human rights principles. There are regulations that regulate the rights of domestic workers in the form of social security, wages, supervision, recruitment, and so on.

b. Introducing the Ecofeminism Movement

- Women and nature
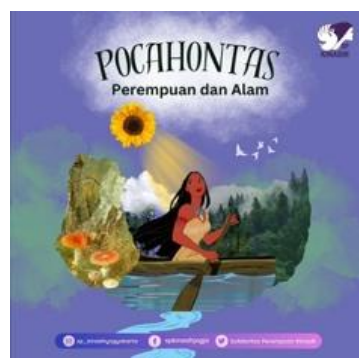
Figure 3. Pocahontas

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AThe existence of the film Pocahontas which represents women in important roles. The depiction of women in the film is strong, independent, brave and knowledgeable. Women who are active with nature and the environment to maintain ecological balance.

- Garbage problem

Figure 4. Waste problem

Women who are active in the domestic sphere are vulnerable to being impacted by waste and policies regarding its management. Women are potentially exposed to risks in the form of lack of knowledge and skills, limited tools and capital, lack of access to information, and threats to reproductive and psychological health.

- Water crisis phenomenon

Figure 5. Water crisis

The double burden and assignment on women in matters of water is gender inequality in the family. This problem always focuses on women who are placed as parties directly related to water needs.

- Wadon wadas movement

Figure 6. Wadon wadas

Wadon wadas focuses on efforts to protect and care for nature, even though they have to fight repressiveness from the state security apparatus. They have intimate connections and relationships with the environment and nature through interactions in their daily lives.

- The presence of climate disasters

Figure 7. Climate disasters

The existence of climate change and the food and clean water crisis has resulted in expensive food prices and clean water that cannot be accessed for free. This increases the economic burden on the family and the burden on women.

c. Stigma and violence against women

- Online gender-based violence

Figure 8. Online gender violence

There are several types of acts of violence that harass women using technology, in the form of cyber grooming, cyber hacking, cyber harassment, cyber flashing, sexting, cyber surveillance, and impersonation.

- Negative tendencies towards menstruation

Figure 9. Menstruation stigma

Several stigmas exist related to menstruation in women as something that occurs biologically, in the form of feeling embarrassed to buy sanitary napkins, being prohibited from being close to men, and being prohibited from being a leader because of unstable emotions.

Women and structural violence

Figure 10. Structural violence

There are agrarian conflicts that take away land from traditional women and village women as farmers and they depend on natural resources to meet their needs for food, water, life and economic sovereignty.

Standards of female maturity

Figure 11. Maturity standards

Often a woman's level of maturity is measured from physical aspects in the form of appearance. The female body is deliberately constructed as a sexual object and fulfills the expectations of a patriarchal society.

The phenomenon of forced hijab

Figure 12. Forced hijab

The violation of freedom of religion and belief in schools occurs with the forced hijab which makes students depressed. Intolerance is something that is closely related to students' lives at school related to religious attributes.

4. Discussion

Various narratives are deliberately presented on the Instagram social media account @sp_kinasihyogyakarta which is closely related to educating women about feminist values. There are discussions related to the values that are trying to be constructed in the form of legal regulations to protect women, the phenomenon of ecofeminism

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and women's empowerment, and reflections on the problematic phenomena of patriarchy in Indonesia. Content is uploaded with narrative content to raise women's self-awareness, provide sympathy and empathy, and foster motivation to further empower themselves. So that women are able to stand up and explore themselves and the external environment and are not shackled in the patriarchal culture inherent in society.

There is content on the Instagram social media account @sp_kinasihyogyakarta related to legal regulations to protect and empower women. Sexual violence is a crime that can bring harm to victims who experience it physically and psychologically. Through the TPKS Bill, the legal umbrella for victims of sexual violence can be strengthened and regulate criminal acts of sexual violence which so far have not been regulated in detail by existing laws [15]. The TPKS Bill acts as a lex specialist as an effort to handle cases of sexual violence [19]. Furthermore, the PPRT Bill was presented to overcome problems related to violence against women and children which often occurs in employment in the form of domestic workers.

Apart from that, ecofeminism is a narrative constructed by the Instagram account @sp_kinasihyogyakarta. Ecofeminism is defined as a philosophical and social movement that aims to explore and discuss the relationship between women's oppression and environmental exploitation [4]. The presence of intertwined acts of oppression caused by women and nature has historically been considered a passive resource which is used for the benefit of men. Women's protection of the public environment shows a close relationship with nature. Apart from that, according to Kings [10], Wei [21] there is a strengthening of women's social role as family caregivers and at that time women also acquire negative tendencies towards patriarchal thought patterns.

Reflections on various phenomena related to patriarchal thoughts and actions are also presented on the Instagram account @sp_kinasihyogyakarta. These efforts are in line with the aim of making society and women aware of the problems of patriarchy so they can contribute to fighting it. Sexual violence is a serious phenomenon and problem that results in negative reactions in the form of physical and psychological disorders. These actions lead to degrading, insulting, and even attacking the body due to differences in power or gender. Women often experience online gender-based violence which occurs through online media such as cyber harassment, nonconsensual pornography or revenge porn, and sextortion [12]. The patriarchal work system places women in a position below men so that society is attached to the stigma of women's incompetence [8]. Gender differences result in various gender injustices by women in the form of a) marginalization which results in poverty, b) subordination caused by irrational assumptions about women, c) stereotypes in the form of negative labeling of certain groups of women, d) physical and psychological violence, and e) workload double that is borne by women [4].

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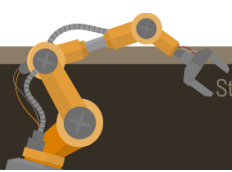
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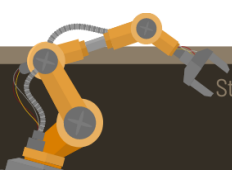
FAMILY SOCIALIZATION, THE ROLE OF THE TEACHER, AND SOCIAL HETEROGENEITY ARE FACTORS FOR FORMING GLOBAL DIVERSITY CHARACTER IN THE PROFILE OF PANCASILA STUDENTS

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Abstract

Globalization will be a threat to the character of the Indonesian nation, especially at ages that are still unstable towards the moral development of students. The above threats to the nation can be overcome by strengthening the values of national character education through learning in schools. The implementation of education must be in line with the development of globalization so it is necessary to cultivate character that is by the values of Pancasila as stated in the guidelines for implementing the Independent Curriculum. One of the implementations is the development of the Pancasila student character profile which contains a global diversity dimension, namely efforts to preserve noble culture, identity, and locality and develop an open attitude in interaction with other cultures, capable of instilling an attitude of tolerance and not violating the noble culture of the Indonesian nation. This research uses the systematic Literature Review. The results of this research were obtained through analysis and summary of articles in journals documented regarding Global Diversity Character Education. The formation of the globally diverse character of the Pancasila Student Profile is influenced by family socialization, the example of teachers at school, and social heterogeneity in society.

Keywords: Family socialization, teacher example, social heterogeneity, global diversity

1. Introduction

Formation Character continues to be an important focus in building a superior nation. Indonesia's first president, Soekarno, has stated the importance of nation and character building as an integral part of nation development. Education has a strategic position to lead the Indonesian nation towards an advanced civilization. According to Kholillah, et al (2022), globalization will be a threat to the character of the Indonesian nation, especially at ages that are still unstable towards the moral development of students. Najmina (2018) also revealed that the character of Indonesian society is starting to experience destruction, marked by increasing violence, dishonesty, diminishing respect for parents, teachers, and leaders, increasing suspicion and hatred, worsening use of language, declining work ethic, and the increasing loss of guidance. moral. This behavior increasingly dominates and takes over the original character of the Indonesian nation, therefore education plays an important role in maintaining the characteristics of the nation.

Education in the Law of the Republic of Indonesia concerning the National Education System can be considered a conscious and planned effort to create a learning environment and learning process so that students will be able to develop their full potential to gain spiritual and religious strength, develop self-control, personality, moral intelligence and noble morals and skills that a person needs for himself, for society, for the nation, and for the state. Chandra, et al (2021) reveal that national education means education based on Pancasila and the 1945 Constitution, and is rooted in religious values, Indonesian national culture, and culture that is by the needs of the ever-changing times. Efendi and Ningsih (2020) define character as a steady, stable, special characteristic inherent in a person's personality that makes him behave and act spontaneously, cannot be influenced by circumstances, and without requiring prior thought. The explanation regarding the words education and character produces the meaning that character education is a system of instilling character values in school members which includes the components of knowledge, awareness or will, and actions to implement these values, both towards God, oneself, and fellow human beings. , the environment in which you live, and the country, so that you become a human being.

Indonesia is a diverse country and its society has high complexity. This is motivated by the social geographical conditions which consist of archipelagic areas. Each archipelago in Indonesia generally has different community characteristics from each other. Zamani & Divineyah (2019) explain that differences are not only physical such as race, religion, language, and gender, but more in a person's behavior, nature, character, and even character which includes a person's values and typology. According to Amanda & Rochmat (2020), diversity in Indonesian society often has a negative impact. Diversity is often a trigger for conflict. Inter-ethnic and inter-

religious conflicts are the most vulnerable and often occur, for example, conflicts between Madurese and Dayak ethnic groups as well as religious conflicts that occur in Ambon and Sulawesi.

The above threats to the nation can be overcome by strengthening the values of national character education through learning in schools. According to Jaya, et al (2019) curriculum and learning must progress with the introduction of ethnic identity first, then national identity, and finally global identity. Suri & Chandra (2021) emphasize the importance of seeing the world from different cultural frames of reference and recognizing and appreciating the richness of cultural diversity within the country and in the global community.

The implementation of education must be in line with the development of globalization so it is necessary to cultivate character that is by the values of Pancasila as stated in the guidelines for implementing the Independent Curriculum. The success of forming the Pancasila student character refers to Permendikbudristek Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. Global diversity is one of the dimensions of the Pancasila student profile as a form of effort to preserve noble culture, identity, and locality and develop an open attitude in interaction with other cultures, able to instill an attitude of tolerance and not violate the noble culture of the Indonesian nation. Ghozalli (2020:518) explains that global diversity can encourage students' life orientation not only limited to tolerance but also love for traditions and traditional culture from various regions and can create the preservation of traditions and traditional culture itself.

In the explanation above, researchers are interested in researching "Factors for the Formation of Globally Diverse Character Profiles of Pancasila Students". This research aims to encourage a better understanding of the implementation of multicultural character education in Indonesia so that it is hoped that education will be better and follow the changes that occur in aspects of education globally without discrimination and conflict.

2. Method

This research uses the Systematic Literature Review method, according to Kurnia (2022), which is a study carried out to analyze various literature selected from several sources so that it becomes a conclusion and becomes a new idea. This method is used to identify, review, evaluate, and interpret all available research on a topic area of interest, with specific relevant research questions. Using the Systematic Literature Review method, journals can be reviewed and identified systematically, in each process following predetermined steps.

The steps referred to are: 1) Planning, namely identifying the general picture by reading a scientific article to determine questions that are the basis for conducting a literature study, 2) Conducting, which is the process carried out in looking for references and sources to conduct a literature study using "Searching" media on the Google Scholar and Mendeley web pages, 3) Reporting, at this stage the researcher sorts the articles that have been obtained from almost 20 appropriate articles and reprocesses them into 6 articles resulting from analysis, and 4) Review, namely reviewing the literature that has been sorted and then made into materials that need to be presented in journal articles to be developed and implemented.

The literature sources in this research are journals that discuss topics with the keywords "Character Education and Global Diversity". Article data is presented in table form, namely the name of the researcher, year of publication, journal and research title, and research results. After that, the researcher reviewed and analyzed the article in depth which was included in a discussion in this article. In the final stage of this research, after reviewing all the articles, the researcher makes his conclusions.

3. Result

The research results in this literature review research were obtained through analysis and summary of articles in journals documented regarding Global Diversity Character Education, the data is presented in the following table:

Table 1. Article Summary

No	Researcher and Year	Journal	Research Title	Research result
1	Hermino, Agustinus & Arifin Imron (2020)	European Journal of Educational Research Vol 9, Issue 3, pp 1009 - 1023.	Contextual Character Education for Students in the Senior High School	The results of this research show that (1) the family's economic conditions cause children not to get quality attention and quality time. Parents are busy working to survive, so school is considered a burden because of school fees; (2) social

				media causes each person to access all information in their way and the lack of social control causes the use of social media to influence relationships patterns and communication patterns; and (3) good habits can emerge if schools apply discipline and positive commitment to implementing character education by local wisdom and local culture.
2	Dwi Hastuti, et al (2016)	Journal of Child Development Studies E-ISSN: 2460-2310 2016, Vol. 01, No. 01, 13-27	An Integration of Family and School on Strengthening the Character of Teenagers in Indonesia: It's a Must	The research results show that several factors originate from the family (low permissive parenting style, high level of authoritative parenting style, high variety of socialization methods) and the school environment (low punishment and low level of violent behavior accepted at school, higher preference for learning processes and conditions at school) has a significant and positive influence on improving the quality of character
3	Sawitri, Oktovie Ekgea, et al (2021)	Journal of Socialization Vol. 8, Number 2, July 2021	Family Socialization in Shaping Children's Personalities (Study of MA Islamiyah Teachers' Household Families)	The formation of a child's personality requires primary socialization in the form of social values, norms, cultural values, and self-maturation, while secondary socialization takes the form of interaction and assimilation with environment, adjustment, and social roles.
4	Ulfa, Emiliati, et al (2021)	International Journal of Multicultural and Multireligious Understanding (IJMMU) Vol 8 No. 21, pp. 349-354	The Role of Teachers in Fostering Religious Multiculturalism	The positive role of teachers can be seen in the attitude of fostering religious awareness and multicultural attitudes in schools by providing religious lessons. Islamic religious education teacher's strategy in fostering religious multiculturalism through continuous character education learning. The obstacles faced by some education teachers are religious fanaticism, teachers cannot control the implementation of daily interactions, and students' different levels of awareness.
5	Martina Napratilora, et al (2021)	Al-Liqo: Journal of Islamic Education Vol. 6, no. 1, 2021	The Role of Teachers as Role Models in Implementing Character Education Values	The success of character education in schools depends on the extent to which teachers can be role models for their students. Therefore, to create students with character, teachers with character are also needed.

6	Bernhard Grumme (2021)	Religions 2021, 12, 835	Enlightened Heterogeneity: Religious Education Facing the Challenges of Educational Inequity	Equality in religious education has increased in line with increasing heterogeneity. The struggle for identity and justice becomes a challenge. Religious education contributes to educational inequality.

4. Discussion

The formation of the globally diverse character of the Pancasila Student Profile is influenced by the following factors:

Family Socialization

George Herbert Mead (1972) defines socialization as a process of instilling or transferring habits, values and rules from one generation to another in a group or society. The family is a place where a child experiences the initial (primary) socialization process. In general, primary socialization is obtained by each individual when he is still small and the family plays a very important role. In reality, as revealed in research by Hermino, et al (2020), the family's economic conditions cause children not to get quality attention and quality time. Parents are busy working to survive, so school is considered a burden because of school fees.

Hastuti, et al (2026) also explain the same thing that several factors in forming children's character come from the family (low levels of permissive parenting, high levels of authoritative parenting, high variations in socialization methods) and the school environment (low punishment and low levels of violent behavior accepted in school). school, higher preference for learning processes and conditions at school) has a significant and positive influence on improving the quality of character. Research by Sawitri, et al (2021) confirms Hermino and Hastuti's statement that forming a child's personality requires primary socialization in the form of social values, norms, cultural values , and self-maturation.

The Role of The Teacher

Environmentally it's not the only center for forming children's behavior but it is also formed in the school environment. Teachers as actors are the spearhead in the success of education in schools. According to Emilia, et al (2021), The positive role of teachers can be seen in the attitude of fostering religious awareness and multicultural attitudes in schools by providing religious lessons. Emiliati, Napratilora, et al (2021) also emphasized that the success of character education in schools depends on the extent to which teachers can be role models for their students. Therefore, to create students with character, teachers with character are also needed.

Social Heterogeneity

The family and school environment are very important in forming a child's character, but the social environment of society is also no less important. Society acts as a place for developing students' self-potential so they must provide support for student activities in efforts to self-actualize in character formation. Social diversity or heterogeneity in society certainly contributes to the influence on the formation of children's character. According to Saragih, et al (2023:29), heterogeneity is a horizontal grouping based on differences in ethnicity, race, and religion and based on differences in work and family structure.

Grümme (2021) in his research explains that equality in religious education has increased in line with increasing heterogeneity. The struggle for identity and justice becomes a challenge. Religious education contributes to educational inequality.

5. Conclusion

One of the implementations of the Merdeka Curriculum is the implementation of strengthening the character of the Pancasila Student Profile, which includes developing character dimensions of global diversity. The formation of a character with global diversity in the Pancasila Student Profile is influenced by factors: 1) Family socialization, the formation of a child's personality requires primary socialization in the form of social values, norms, cultural values, and self-maturation obtained from the family environment, 2) Teacher example, the success of character education at school depending on the extent to which teachers can be role models for their students, therefore teachers with character are also needed, and 3) Social heterogeneity, Social diversity or heterogeneity in society certainly contributes to the formation of children's character.

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PERCEPTIONS OF PRIMARY SCHOOL TEACHERS ON FUN MATHEMATICS LEARNING

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Abstract

This research aims to provide an overview of practical approaches to teaching mathematics to children, often perceived as complicated. A significant challenge teachers face is the difficulty in presenting engaging mathematics material due to their adherence to traditional teaching patterns learned during their primary education. Using a descriptive quantitative method, this study employed a GF questionnaire administered to primary-level teachers—specifically, PAUD and MI teachers—in An Nuur, Sleman Regency, Yogyakarta. The collected data was then processed and analyzed in conjunction with relevant theories. The findings reveal that 55% of teachers associate mathematics with the ability to solve problems quickly and accurately. Additionally, 51% of teachers do not believe that the number of correct answers solely determines success in mathematics. Moreover, 72% of teachers disagree that children learning mathematics should strictly adhere to the sequence outlined in the curriculum. Furthermore, 52% of teachers do not support that mathematics must be evaluated solely through standardized tests, and 62% reject the idea that mathematics should rigidly adhere to prescribed curriculum guidelines. Overall, primary teachers in An Nuur exhibit a novel understanding that diverges from the previous curriculum, presenting a challenge in devising new, more engaging teaching strategies crucial for children's future endeavors.

Keywords: Math, learning, teacher perception, fun

1. Introduction

As a universal science, mathematics plays a role in various disciplines, develops human thinking, and underpins modern technology development. The urgent need for mathematics is to be given to all students from primary school to high school. It equips students with the ability to think logically, analytically, systematically, critically, and creatively and to solve problems they face in everyday life [1]. Mathematics is a fundamental subject that has a vital role in the formation of intellectual skills of the younger generation [2]. At the primary school level, the basics of mathematics are taught to form a strong foundation of understanding for students [3]. Therefore, understanding the teacher's perception of mathematics at this level is essential [4] to enhance mathematical teaching and learning.

Teaching mathematics at the primary school level often faces challenges such as low student motivation, a negative perception of math, and a lack of interest in these subjects [5], [6]. Understanding the teacher's views and perceptions of fun mathematics can help overcome this challenge. Various fears of learning subjects, and teachers perceive mathematical learning objects as a big challenge. Also, individual mathematics ability in Indonesia is still low for students and teachers [7], [8].

Mathematical learning can awaken an effective, pleasant condition and indicator in the learning material. Teachers can pay attention to learning principles with innovative learning methods and media. The awakening process involves three elements: the teacher as a designer, the student as an executor, and mathematics as an object to be studied [9]. The purpose of learning mathematics is five things: (1) students can think critically, logically, and systematically in generalized conclusion and isolation of a proof; (2) Teach students to perform calculation and measurement operations carefully, accurately, and thoroughly; (3) students can use concepts and procedures in solving mathematical problems effectively and efficiently; (4) Teach children to think communicatively by expressing their ideas and ideas through tables, diagrams, and other symbols; (5) Train children to have a high curiosity and ability to try to solve mathematical problems [9].

The main goal of creating an enjoyable mathematics learning experience in primary schools is the main basis for developing appropriate learning models and methods. By making math learning more exciting and entertaining, students are expected to be more engaged and motivated to understand mathematical concepts better [10]. Fun math is strongly influenced by teachers' perceptions in the classroom.

Teachers' perceptions are instrumental in influencing students [11]. Teachers' perceptions of mathematics can influence the way they teach and their interactions with students [12]. When teachers have a positive perception of mathematics as fun, they may be better able to inspire and guide students in understanding the subject better. Unfortunately, primary school teachers claim that math is a difficult subject because they are not math teachers (Sznitman et al., 2022). Previous research shows that a fun approach to teaching mathematics can have a positive impact on students' academic achievement and their interest in the subject [14]. Therefore, it is important to explore teachers' perceptions in this regard.

Understanding teaching approaches, strategies, and methods that can create a more enjoyable math experience for students is important. Teachers can play a key role in creating a positive and enjoyable learning environment (Nahdi et al., 2021). There are various challenges that teachers face in trying to integrate playful approaches into mathematics teaching. Understanding these barriers can help design strategies to overcome them. The main problem is that teachers have not been able to present mathematics materials in a fun way because they still remember the pattern of teaching mathematics that they used to learn in primary school. Teachers carry out three strategies in the *brain-based learning* model, namely (1) creating a classroom atmosphere that is able to stimulate children's thinking abilities; (2) bringing students into a pleasant environment; (3) creating an active and meaningful atmosphere for children [17], [18].

The position of this research is that there is a need to better understand how primary school teachers perceive the concept of mathematics fun, including the definitions, elements, and strategies that teachers consider fun. New research can help paint a clearer and more detailed picture of creating enjoyable mathematics learning in primary schools. This includes identifying the most effective strategies, methods, and approaches. There needs to be research on more creative and innovative math teaching methods that make math more interesting and fun for students at the primary school level. This includes exploring various techniques that have not been widely used. There is a lack of research on how a fun approach to teaching mathematics in primary schools can concretely affect students' academic achievement and interest in learning. It is necessary to understand the barriers teachers face in implementing more playful strategies and approaches in teaching mathematics or applications that can enhance playful approaches in teaching mathematics. Studies that compare teachers' perceptions of mathematics in primary schools across different countries, cultures, or educational contexts could provide additional insights and useful comparisons.

2. Method

The study involved primary-level teachers of PAID and MI in An Nur, Sleman, Yogyakarta. The sampling technique was purposive sampling based on the teacher's teaching level. A total of 29 respondents were selected as subjects for the study. The research method used is quantitative with data collection techniques using *Google Forms*, observation, and documentation. The instrument guidelines were adopted from a previous study, including two dimensions, namely instrumental and relational learning, along with teaching beliefs [19]. A specially designed questionnaire was used to collect data from primary school teachers. The questions focused on their perceptions of fun math, the strategies they use, the obstacles they face, and their expectations for the implementation of more fun methods in math teaching. Direct observation of teachers during math teaching sessions to understand their teaching practices, use of fun strategies, and interactions with students. This can provide insights into the implementation of fun practices in mathematics learning. Collecting and analyzing documents related to mathematics teaching in primary schools, such as curriculum, textbooks, and learning materials. This analysis can provide insights into the approaches and strategies used in mathematics teaching.

3. Results

This study provides an overview of the understanding of primary level teachers (PAUD and MI) in An-Nuur, Sleman, Yogyakarta, Indonesia on 5 things, namely:

Ability to Correctly and Quickly Solve Mathematical Problems

The questionnaire results in Figure 1 show that 56.2% of teachers have understood that math is needed to solve problems in everyday life, so math does not need to be avoided.
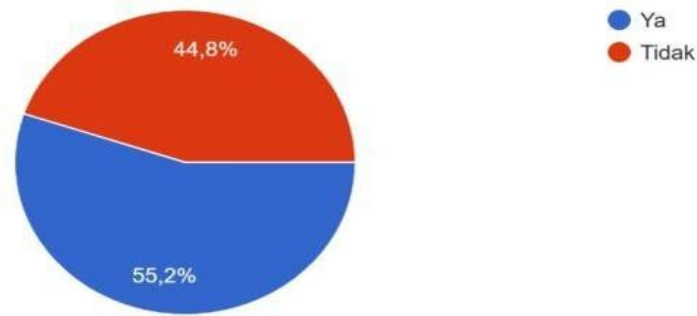
Figure 1. Teachers' understanding that children must be able to solve problems

An indicator that children can solve problems means that the child has mathematics well. The core of mathematics learning is problem-solving because mathematics does not only study concepts but emphasizes the development of thinking skills and methods.

Redefining Success in Math: Beyond a Tally of Right Answer

Figure 2 shows the disapproval of 51.7% of An Nuur teachers who stated that success in mathematics is not always shown in the correct answer. The process of reaching the answer is influenced by many factors. The process of children's thinking cannot continue to flow, so children understand must be appreciated for the efforts made. In general, teachers are result-oriented when it is not necessarily the correct answer, it could be the wrong process.
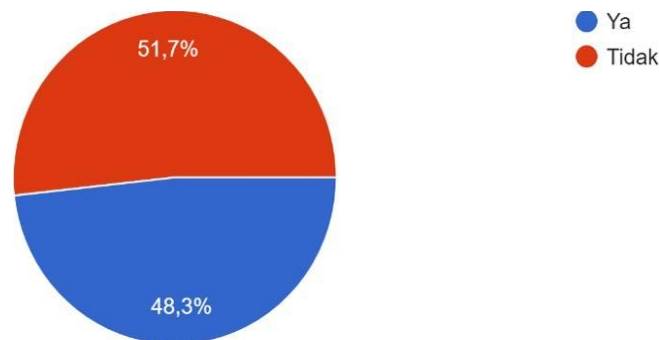
Figure 2. Teachers' understanding of success criteria based on correct answers

Unlocking Math's Potential: Breaking the Chains of Sequential Learning

The opinions of 72.4% of primary teachers at An Nuur regarding the mathematics curriculum are not necessarily in order. It shows in Fig.3. Teachers can modify the material according to the theme that is built, so that the order of the material contained in the curriculum can be flexible.
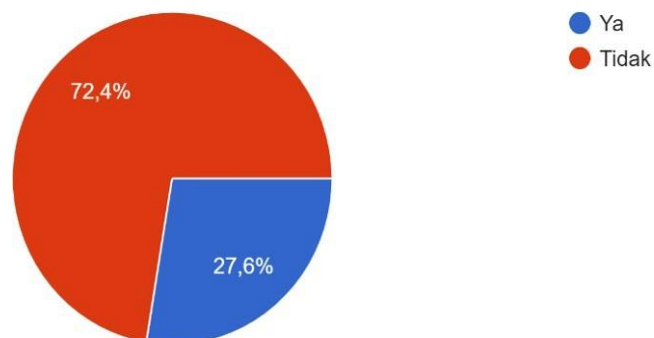
Figure 3. Teachers' understanding that children must follow the order of math materials

Breaking the Mold: Mathematics Beyond Standardized Testing

The figure in Fig. 4 shows that the teacher's perception of the math exam, does not become a graduation if the minimum standard. The percentage of teachers as much as 52.2% of teachers understand the exam is not everything, because those who learn math are important in understanding the process, not the exam results.

In the mathematics curriculum, teachers often find that they are trapped in the applicable curriculum outlines. Teachers understand that they must be implemented and must not get out of their guidelines.
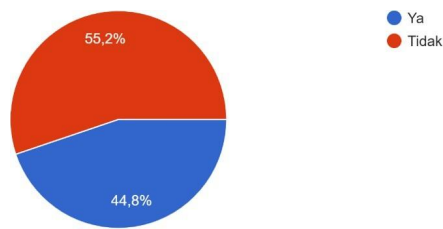
Figure 4. Teachers' understanding that children must take standardized tests in math

Mathematical Materials: Overcoming Curriculum Restraints

In this study, from Fig. 5 there are 62.1% of An Nuur teachers who thought that they understood that the mathematics material taught needed to be combined with conceptual realities in the surrounding environment so that the outlines of the curriculum were flexible and could be implemented.
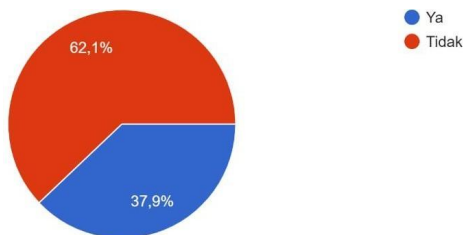
Figure 5. Teachers' understanding of the mathematics material taught should not be out of the curriculum

4. Discussion

Ability to Correctly and Quickly Solve Mathematical Problems

The core of mathematics learning is problem-solving because mathematics does not only study concepts but emphasizes the development of thinking skills and methods. Without realizing it, children have applied mathematics through knowledge and problem-solving skills to be useful in everyday life. Problem-solving contains four steps, namely understanding the problem, planning the solution, solving the problem according to the plan, and re-examining all the steps that have been done [20].

The findings on this indicator are that the ability to solve problems in mathematics quickly and correctly is an important aspect of developing a strong and effective understanding of mathematics. This ability includes an understanding of mathematical concepts, logical thinking skills, speed of thinking, and efficiency in applying appropriate strategies. A good understanding of basic mathematical concepts such as arithmetic operations (addition, subtraction, multiplication, and division), fractions, decimals, percentages, ratios, proportions, and exponents is a necessary foundation for solving mathematical problems quickly and correctly [21].

Every child in solving problems in everyday life is not the same. The speed in solving math will train children's ability to solve different problems so it is necessary to understand that children must be trained continuously. This can help children contextually in everyday life [22]. Mathematics lessons are an exact science lesson whose answers must be correct because if the answer is wrong just one number, then the answer is wrong. It shows the need for a high level of accuracy and accuracy. Children who are able to go through it are expected to have sharper cognitive abilities [23].

Knowing and understanding various problem-solving strategies, such as applying mathematical models, applying multilevel problem-solving, applying logical thinking strategies, and using visual representations, helps in identifying the best approach to solve problems quickly. Practicing intensively and repetitively helps to increase speed in solving math problems [24]. Through consistent practice, the brain becomes more familiar with certain types of problems, resulting in a faster problem-solving process. Improving logical thinking skills helps in identifying patterns and relationships between mathematical concepts. This makes it possible to formulate solutions more quickly and accurately.

Redefining Success in Math: Beyond a Tally of Right Answer

The process of reaching the answer is influenced by many factors. The process of children's thinking cannot continue to flow, so children understand must be appreciated for the efforts made. In general, teachers are result-oriented when it is not necessarily the correct answer, it could be the wrong process. Teachers' accuracy in seeing

children's difficulties can determine the right stimulation for each child because children are unique [25]. Teachers' understanding of success criteria in the context of correct answers to mathematics problems is very important in improving the effectiveness of mathematics teaching and learning. This includes recognizing and interpreting correct answers, analyzing types of errors, and providing meaningful feedback to students [26]. Teachers need to have a deep understanding of the criteria for success in the math problems they give to students. This includes clearly understanding what is expected in a correct answer. Teachers need to be able to correctly assess whether the answer students reflect a good understanding of the mathematical concepts being taught.

Every effort and educational process must be able to see and work on all human potential. This means that the potential of human abilities can be seen in the learning process [27]. The assessment that has been still seeing the success of children is only easiest from the results of the work/test. It turns out that the exam results are not always equivalent to the development of human potential. Indeed, there are those who succeed by being shown with grades, but achieving that value is a lost process. Teachers try to change the mindset that the right answer does not always make children successful, but how children get the answer (right and wrong) becomes the focus of the teacher in realizing the meaningfulness of learning.

Not only that, teachers must understand the mathematical concepts being taught and the logical steps needed to solve mathematical problems [3]. This allows teachers to recognize correct answers and be able to provide clear explanations to students regarding the correct solution process. Teachers should be able to identify the types of errors that students often make in answering math problems. By understanding these errors, teachers can provide appropriate feedback to guide students toward the correct answer. Teachers must have the ability to provide constructive and specific feedback to students on their answers. This includes providing information on mistakes made and providing guidance on how to improve their answers to match the success criteria.

Children must Follow the Sequence of Materials in the Math Curriculum

Teachers can modify the material according to the theme that is built, so that the order of the material contained in the curriculum can be flexible. This answers the challenge that misconceptions often occur, teachers are expected to avoid them and anticipate optimally so that the "real" learning objectives of mathematics are achieved [28]. This contradicts the opinion that it is very important to learn math material coherently. Teachers' understanding of the importance of children following the sequence of mathematics materials is essential in the teaching and learning process [14]. A good sequence of mathematics materials ensures that students build a solid foundation in understanding mathematical concepts, which provides a foundation for understanding more complex concepts at the next level. Teachers understand that mathematics materials should be organized in a progressive and structured manner, where basic concepts are introduced first, followed by more complex concepts. This helps students to build a gradual and logical understanding.

Learning mathematics requires a long process to complete, the initial stages must master basic mathematics to develop further knowledge. Children's cognitive levels in learning math are different at each age stage. Child development in its stages can change the way children view the importance of knowledge and how to learn. Factors that influence children's cognition are the use of models, methods, and variations of learning that are presented according to the child's level. Therefore, the role of cognitive approaches can be the basis for teachers to carry out teaching and learning activities so that the learning process becomes effective, efficient, and goals are achieved [29].

Teachers should realize that building a strong foundation in mathematics is essential. Understand the relationships and continuity between mathematical concepts. They ensure that students understand how previous concepts form the basis for more complex concepts, allowing students to see the connections that exist between the concepts. Following the sequence of mathematical materials helps students in developing abstract thinking abilities gradually [30]. They start with concrete concepts and slowly move to more abstract concepts, helping students to understand and apply mathematical concepts to more complex situations.

The role of teachers is to understand that ensuring students understand mathematical concepts deeply is more important than just surface understanding. Therefore, they ensure that students not only follow the sequence of materials but also understand and are able to apply the concepts well. Teachers understand that each student has a different learning style. Therefore, they try to teach using various methods and approaches that can facilitate the understanding of mathematics concepts for students with various learning styles.

Math Requires Passing a Standardized Test

Those who learn math are important in understanding the process, not the exam results. The community has increasingly realized that there is more to education than report card exams, the quality of education is not only seen from the exam numbers. Educational output is expected to have the ability to solve problems, adapt and master life skills [31].
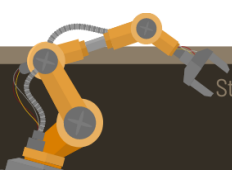
It was found that some teachers have an understanding that children taking standardized tests in mathematics is important in an educational context. A mathematics standardized test refers to a formal test or evaluation that assesses students' understanding and mastery of mathematical concepts according to established standards [32]. Teachers understand that the mathematics standardized test is the main assessment tool to measure students' academic progress in understanding mathematical concepts. The results of these exams provide an overview of the extent to which students understand the material taught and how well they can apply those concepts.

Teachers are aware that mathematics standardized tests allow comparison of student achievement with national or international standards [33]. This helps assess the extent to which student achievement is at the expected level nationally or even internationally. Teachers use math standardized test results to identify students' weaknesses and strengths in mathematical understanding. These results help teachers plan more effective lessons that are focused on individual learning needs. Teachers' understanding of the mathematics standardized test helps in the development of a curriculum that meets the objectives of the evaluation. Teachers can adjust teaching methods and materials to ensure that students are well prepared for the mathematics standardized tests. Mathematics standardized tests help teachers to measure the achievement of established learning objectives. The results of these exams allow teachers to evaluate the effectiveness of their teaching and adjust teaching strategies when necessary.

Mathematical Materials: Overcoming Curriculum Restraints

Most of An Nuur teachers thought that they understood that the mathematics material taught needed to be combined with conceptual realities in the surrounding environment so that the outlines of the curriculum were flexible and could be implemented. Problems arise when teachers choose to buy lesson plans because compiling their own learning is a waste of time. Teachers tend to like to duplicate existing lesson plans, resulting in poor learning (Mayasari, 2020). Teachers are expected to pay attention to 3 things in teaching strategies, namely (1) learning stages; (2) use of teaching models/approaches; (3) use of teaching principles [34].

Teachers understand that the mathematics material taught must be aligned with the educational standards that have been set. Educational standards set the expected achievement goals at each level of education, including the mathematical concepts that students should understand. Although mathematics materials should be in line with the curriculum, teachers should also consider the needs and abilities of their students [35]. Teaching should be adaptable to meet individual students' learning needs, while still adhering to the existing curriculum structure.

There were findings about teachers' assumption to follow the curriculum outline. Mathematics curricula are usually organized systematically, with interrelated concepts from lower to higher levels. Teachers must ensure that the material taught follows the correct sequence according to the level of difficulty and complexity. Teachers understand that following the curriculum helps maximize student learning outcomes [36]. Curriculum-aligned materials help students to understand and master mathematical concepts that are important for their skill development.

Each school or educational institution may have a different curriculum, depending on the school's policies and the needs of the students in that environment [37]. Teachers understand the specific curriculum applicable in their school and teach the materials accordingly. Teachers understand that the curriculum includes methods of evaluating and measuring student progress. They need to ensure that the materials taught are in line with the evaluation requirements, and students are prepared to face exams or assessments that are in line with the curriculum.

5. Conclusion

The understanding of fun math learning among Annur teachers is approximately 58%, indicating that about half of them recognize the significance of incorporating enjoyment into mathematics education. Consequently, these educators are less rigidly bound by the confines of a fixed curriculum. However, the prevalent influence of undergraduate education, accounting for around 72% of Annur teachers, has hindered the implementation of more engaging math teaching methods. This limitation restricts the translation of mathematical symbols into contextual, real-world applications for children, potentially making math less daunting in everyday scenarios. It is challenging to foster creativity and research for optimal problem-solving approaches continually. Yet, teachers with a solid grasp of these concepts have significant potential to innovate and craft enjoyable, meaningful learning experiences. To enhance teaching strategies, educators must prioritize three aspects: (1) learning stages, (2) utilization of teaching models/approaches, and (3) adherence to teaching principles.
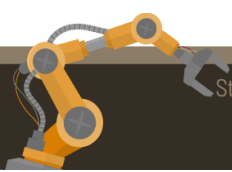
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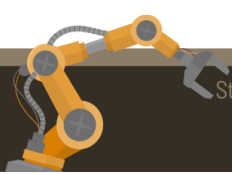
THE INVOLVEMENT OF MICROSYSTEM COMPONENTS OF ECOLOGICAL SCHOOL RESOURCES ON SCHOOL-BASED BEHAVIOR SUPPORT FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL PROBLEM

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Abstract

SDG elementary school in Yogyakarta has implemented several programs that lead to behavior support for all students including students with emotional and behavioral problems. Meanwhile, previous exploratory research found that teachers require the role of others, especially those closest to students. This case study was used to further explore the involvement of microsystem components as part of the school's ecological resources. Data collection through in-depth interviews and documentation studies. The participants consisted of a headmaster, a coordinator teacher, five classroom teachers and two support teachers who dealt with students with emotional and behavioral disorders. Data analysis using NVivo 12 Pro software for coding and categorization is then analyzed in greater depth. The research has shown that the behavior support services in schools emphasize several roles of the microsystem components. The classroom teacher is mentioned to serve as guidance and counseling for the students and communicate with the parents. Support teachers serve as personal support to students who require more assistance, giving other students an understanding of students' diversity; and providing communication services and assistance to parents. The coordinator teacher is responsible for addressing emotional and behavioral issues of students when classroom and support teachers encounter difficulties. The headmaster is responsible for providing mutual communication and service to all school members and students' parents, and manages the distribution of assignments for all staff.

Keywords: positive behavior support, school ecology, students with emotional and behavioral problems, inclusive school

1.   Introduction

The presence of students with emotional and behavioral disorders is a matter of concern within the education system. These students often exhibit both internalizing and externalizing problem behaviors, which are classified based on their impact on others. [1]. Internalizing problem behaviors like anxiety, low-self-esteem and stress affect individuals, while externalizing problem behaviors like bullying, aggression and vandalism can influence others. Poor academic achievement and the lack of or limited educational plans were found to be associated with both externalizing and internalizing behavior [2]. Poor participation and poor dedication in learning [3], rule breaking, and persistent absences are consequences of behavior problems [4]. Research indicates that these students provide the greatest challenges among students with disabilities in a general education classroom [5].

Prior studies reported cases of students with emotional and behavioral disorders in Indonesia [6]–[9]. Indonesian teachers have driven to trial and error methods in order to tackle challenges arising from the difficulty in understanding the characteristics of these students [10]. The existence of these students is associated with the challenges faced by teachers and schools in maintaining a pleasant school environment and directly related to the issue of school connectedness [11].

Addressing the issue of students with emotional and behavioral disorders, schools need to implement behavior support. A framework for behavior support, commonly known as positive behavior support (PBS), is a crucial component of education for students with emotional and behavioral disorders [12]. Implementing PBS in schools aims to reduce problem behavior and enhance positive behavior, ultimately enhancing students' academic and extracurricular achievements [13]. PBS is multi-tiered systems of support that handles behavioral issues from prevention to treatment to effectively address the social, emotional, and behavioral needs of students [14]. PBS are systematized, intensive, and an important part of programs that incorporate education and behavior development [15]. PBS is a proven, proactive approach to addressing severe problem behaviors, recommended by numerous experts, advocates, policies, and laws [16]. Extensive study shows that the implementation of PBS over a period of 15 years has greatly decreased the utilization of positive discipline in schools [17]. The implementation of a PBS program that adheres to fidelity, consistency, and inclusivity has been shown to enhance students' academic achievement [18].

The implementation of PBS requires the establishment of basic rules by the school. The rules should include the roles of various interdependent parties, including the school's internal community, parents, policymakers, and a government support system, ensuring effective and mutually beneficial outcomes [13]. Bronfenbrenner's Ecological Theory offers a comprehensive framework to understanding the social contexts at various levels that significantly impact the development and education of children [19]. The microsystem is the immediate environment where an individual lives and interacts, forming the first layer of environmental influence in the ecological model. This microsystems component is crucial in behavior support and should be integrated into the basis of behavior support services.

This study is mainly conducted at SDG elementary school, which has a commitment for the development of positive student behavior. School developed several positive behaviors in students including social behaviors and self-development behaviors [20]. Nevertheless, the school still acknowledges some student's behavioral issues, including social issues like impolite behavior, defiance, aggression, and lack of hygiene [20], [21]. Teachers also face challenges in understanding and responding to diverse student conditions [20].

SDG elementary school uses PBS as a multi-tiered support framework, with primary level programs promoting school-based programs, positive behavior, and learning accommodations [22]. SDG provides description of social behavior through pre-talk discussions, integration in learning activities, religious activities, and daily activities to promote student interaction with all of their peers [20]. The headmasters serve as ideal stakeholders, motivating teachers and staff for personal development, stimulating their thinking, and providing support to teachers, staff, and students [23]. School leaders who implement these programs offer teachers and staff a chance to enhance their professional skills [24]. However, SDG does not focus on the secondary or tertiary levels of PBS. Although educational institutions offer individualized interventions to address severe behavioral and emotional issues, few specify tertiary or secondary intervention processes [22].

An optimal implementation of behavior support in a school setting requires both involvement and support from the microsystem components such as family, peers, and teachers because they play an important role in shaping effective rules and services. The involvement of these microsystem components provides a strong foundation for building the right rules and services to suit the needs of students who require behavioral support. Consequently, this study aims to further investigate the role of microsystem components in behavior support services at SDG elementary school. This is crucial because the implementation of ecologically applied PBS with a target on fidelity has proven to be helpful in establishing well-organized school services with defined functions, goals, assessments, and noticeable endeavors to enhance its effectiveness [25].

2. Method

This explorative qualitative case study aims to find the involvements of the microsystem components in the school's ecological resources and in behavior support services for students with emotional and behavioral problems in SDG elementary school. The findings of this research are described as they are and are not intended to be generalized to different situations [26].

The current investigation focuses on students' microsystem components in school as research participants, that consist of a headmaster, five classroom teachers, two support teachers, and a coordinator teacher. Participants in this study had to meet the following criteria: a) have students with emotional and behavioral disorders b) implement behavior support services within the class.

Data collection in this study was conducted through in-depth interviews and school documents analysis. This study used open coding techniques for data analysis, followed by categorizing the coding results and identifying the main theme and sub themes from the category. The data analysis utilizes NVivo software as tools to retrieve and manage data, enhancing the efficiency and effectiveness of the data analysis process [27]. In order to prevent bias caused by assumption or the researcher's prior knowledge of the research theme, the themes were derived from direct participant data [28]. Research reliability was sought by employing the technique of data source triangulation, enriching references to support research themes, and engaging in research team discussions [28].

3. Results

The fundamental rules and behavioral support service planning are determined by the school's ecological potential, which includes the microsystem components involving the closest parties with the students at school. The parties include classroom teacher, support teacher, other teachers, headmaster, and student's peers. The microsystem component cannot be separated from the mesosystem component which represents relationships and activities among the parties involved in the microsystems. The research data indicates that there is a basis of rules and service planning that involves the components of the microsystem and the existence of the mesosystem, although not all the roles of each component seem tangible.

a.   **Classroom teacher**

a.1. Role in Guidance and Counseling Services

Classroom teachers have a crucial role in providing guidance and counseling services to students, with some informants mentioning this function during interviews. One of the primary functions of guidance and counseling is to provide behavioral reinforcement services to general students or those with behavioral issues.

a.2. Role in Communication with Parents of Students

Aside from providing guidance and counseling to their students, the role of the classroom teachers is providing services and collaborating with students' parents in implementing behavior support services and planning. Some informants mentioned the role in more detail. Initially, the role involves communicating the school's program and school's vision and mission to parents, with the headmaster emphasizing their role in conveying these to parents. The headmaster also emphasizes the role of the classroom teacher in responding to parent's complaints and conflicts related to student activities in the classroom.

b.   **Support Teacher**

Support teacher is one of the microsystem's components who interacts with the students constantly throughout the learning process. The primary role of support teacher in behavior support service is to provide guidance to students with special needs in learning. All students with emotional and behavioral disorder in SDG also have comorbid conditions such as autism, ADHD, intellectual disability, and slow learner. Consequently, they were guided by a support teacher. The main responsibility of a support teacher is to provide individualized guidance to students with special needs. Furthermore, support teachers often engage in the responsibility to educate other students about students with special needs. Similar to classroom teacher, headmaster also emphasizing that support teachers should strive to communicate, provide assistance, and be open to the parents' complains. Moreover, support also plays a crucial responsibility in communicating their job to parents..

c.   **Coordinator Teacher**

The role in the school's microsystem that is evident in the behavior support service is the coordinator teacher. The coordinator role that emerges in the basic component of service is the student affairs coordinator. The results of interviews with several informants indicate that the role of the student affairs coordinator serves as the foundation for behavior support services. The role involves assisting students who require guidance and counseling while the classroom teacher is facing difficulties. Another task is to monitor the daily behavior of all students, including problematic behavior and, most importantly, student achievement.

d.   **The Headmaster**

The headmaster of SDG is one of the microsystem components since she consistently engages in interactions with students on a daily basis. The headmaster engages in more intense interactions with students that require special attention about cases of problematic behavior or other issues. Some of the roles that can be identified as basic principles in the rules of service are to establish communication and provide optimal service to all school members. The research data showed that the headmaster focused on communication and service for students, teachers, and parents.

d.1. Providing Communication and Services to School Citizens

d..1.a) Communication and Service of the Headmaster to the Students

The headmaster of SDG holds the principle of friendly communication with students as the foundation of the overall school service rules for students, including responding to students with emotional and behavioral disorders. The headmaster communicates with students as peers. Furthermore, the headmaster's approach in guiding students is more persuasive rather than instructional. The headmaster's friendly communication style also underlies how he deals with problematic students. The headmaster is assertive in handling students' behavioral issues without using negative language. They maintain a friendly communication style, promoting transparency and openness for students to report their concerns.

d..1.b) Communication and Service of the Headmaster to the Teacher

The headmaster prioritizes teachers' comfort and coaching over seniority, emphasizing the importance of providing examples as instructional models, however there are times when direct instructions still need to be

given. The headmaster provides behavior support services to teachers, guiding them on implementing student programs, teacher-student interactions, and teacher-parent collaboration. The headmaster grants autonomy in determining these services, with specific guidance on the focus of behavior. The headmaster also directs teachers on how to behave towards students. The principal instructed teachers to prioritize student comfort and provide friendly service. They were also advised to avoid judgment, avoid negative emotions, and avoid physical punishment when dealing with problematic student behavior. The headmaster's role in service regulations emphasizes collaboration between teachers and student parents, promoting a comfortable and egalitarian manner for collaboration. Teachers should understand students' parents' backgrounds and adjust communication and services accordingly to better serve their needs.

d..1.c) Communication and Service of the Headmaster to the Parents of the Students

The headmaster actively communicates with parents of the students, establishing a foundation for behavior support services. The headmaster of SDG believes teachers and the school are obligated to provide necessary services. She establishes direct acquaintance with new students' parents and produces introductory videos for parents' WhatsApp groups or teacher-parent meetings when unable to attend the meeting. The headmaster communicates with students' parents in an egalitarian manner, avoiding instructional models and fostering a comfortable environment for parents to express concerns. They frequently visit the headmaster to discuss and address their concerns in their daily lives. The headmaster is committed to providing excellent service to parents, encouraging them to report any issues directly, welcomes criticism, and follows up on any concerns.

d.2. Set Teacher Assignments and All School Staff

The headmaster determines the assignments and duties of all teachers and school staff, primarily serving students and parents. She also allocates coordinator teachers and enforce strict action against any teacher or staff member who commits a violation.

4. Discussion

School-based behavior support has a multi-tiered support system framework catering to all students in the primary level, those at risk of emotional and behavioral issues in the secondary level, and those with moderate to severe disorders in the tertiary level [29]. The successful implementation of behavior support for all students relies on the active collaboration between school ecological stakeholders, while a lack of support can hinder its success [29], [30]. The components of the microsystem in the ecological potential of the SDG school consist of classroom teacher, support teacher, coordinator teacher, and the headmaster. Each component of the microsystem has an important role to play.

Teachers serve as mediators in PBS service [31]. Classroom teachers play a crucial role in the overall effectiveness of programmes designed for students with special needs [32]. Classroom teacher has an important role to provide guidance and counseling for the students as part of behavioral service planning because the classroom teacher has a greater daily intensity of contact with students than the counselor teacher [33]. In addition, the teacher's role in communicating the school's program and the school's vision and mission to parents is also crucial as effective parent-teacher communication has an important role in establishing a collaborative partnership [34]. As stated that all students with emotional and behavioral disorder in SDG also have comorbid conditions, support teachers are really needed to provide individualized guidance to students with special needs in learning. Support teachers are also responsible to educate students about special needs, as positive experiences and peer perceptions significantly influence social engagement and relationship development among students with disabilities within the school context [35], [36]. When classroom teachers and support teachers face difficulties in handling students with problematic behavior, coordinator teachers are involved in giving guidance and counseling for these students because collaboration among teachers is essential in effectively managing students with special needs [37].

Finally, the headmaster of SDG is a key component of the school system, focusing on communication and service for students, teachers, and parents. Principals and teachers who possess knowledge about special education concepts, specific disability characteristics, and effective behavior management exhibit a more favorable attitude towards integrating students with special needs into the general education setting [38], [39]. Headmaster's principle of friendly communication with students, prioritizing teachers' comfort and coaching over seniority, and communicating with students' parents in an egalitarian manner are her forms of understanding to deal with students with emotional disorders. In managing the distribution of assignments for all teachers and school staff, the headmaster also needs to be knowledgeable about effective behavior management to get a positive outcome [38].

5. Conclusion

The principles of implementing behavior support services in schools emphasize several roles of the microsystem component. The classroom teacher is mentioned to serve as guidance and counseling for the students and communicate with the parents of the students. Support teachers serve as personal support to students who require more assistance, giving other students an understanding of students with special needs; and providing communication services and assistance to parents. The coordinator teacher is responsible for addressing emotional and behavioral issues of students when classroom and support teachers encounter difficulties. The headmaster is responsible for providing mutual communication and service to all school citizens and students' parents, and manages the distribution of assignments for all teachers and school staff throughout the school program.

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DIFFERENCES IN THE SOCIAL ATTITUDES OF MALE AND FEMALE ATHLETES AT THE PORDA FUTSAL TRAINING CENTER, YOGYAKARTA CITY

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Abstract

This research aimed to identify the differences in empirical data on various forms of social attitudes in male and female futsal athletes. This comparative research used a survey method to compare the social attitudes of male and female futsal athletes in the city of Yogyakarta. Data were collected using questionnaires with a Likert scale. The purposive sampling technique was employed with the condition that the athletes were PORDA Futsal players in Yogyakarta City who were taking part in a training camp to face PORDA DIY in 2022. The research subjects consisted of 32 athletes, 16 female athletes, and 16 male athletes. To analyze the data, the t-test was performed to compare the social attitudes of male and female athletes from the Yogyakarta City PORDA futsal team. A p-value of 0.001 was obtained, which was below 0.05. Thus, it can be concluded that there is a significant difference in the social attitudes of male and female futsal athletes in Yogyakarta City.

Keywords: Futsal, social attitudes, athletes

1. Introduction

Social life is an integral part of urban, rural, and suburban living. Since humans are unable to live alone and are compelled to join society at birth, they must be able to connect and socialize well in the community context [1]. Apart from being individual creatures, humans are also referred to as social creatures, which means that humans have the needs, abilities, and habits to communicate with other humans.

Being social beings with a tie to their environment and being independent creatures with a relationship to themselves, humans have a natural desire to serve society [2]. Social creatures must live in groups because when children are born they are not yet social [3], they cannot yet get along with other people, therefore, to reach social maturity, children must learn how to adapt to other people. Humans must work with other humans to survive since abilities are gained through varied opportunities or experiences in engaging with individuals in their environment [4].

To build interactions with other individuals in daily life, social attitudes are essential [5]. People with good social attitudes can overcome various problems that exist in society by thinking together. Having good attitudes and behavior will support someone to socialize well and foster a close sense of belonging both within themselves and socially [6]. Likewise, when someone is faced with many people in a certain environment, they need certain guidelines to be able to behave and socialize well. Some examples of social attitudes in our daily lives include helping each other, respecting each other, interacting with each other, and so on. Social attitudes need to be developed because they can create a peaceful, harmonious, comfortable, and peaceful living atmosphere [7]. Humans develop social attitudes when they are conscious of responding repeatedly and concretely toward social objects, and this awareness is based on experiences [8].

Humans constantly engage in social relationships, thus if these encounters are repeated enough over time, social attitudes will develop [9], especially in adulthood, which is a period that attracts a lot of attention because of its unique characteristics and its determining role in society. Teenagers exhibit traits in a variety of areas, including physical development, sexual development, thinking style, solidarity, emotions, moral development, personality development, and social development. Social contact can happen everywhere, even while participating in sports.

Sports are a means of fostering positive social attitudes [10]. They are also deemed as sociocultural phenomena that need to be understood and studied [11]. This is because sports are not just games and competitions, but are also social phenomena with deeper meaning than just numbers and performance statistics.

One of the most well-known sports today is futsal as it is well-liked by a variety of people, thanks to the fact that it can be played by everyone, including both men and women and children of all ages [12]. Each team in futsal consists of five players, including a goalkeeper. To create effective teamwork, the futsal players must communicate with one another [13].

Given that futsal is a team sport in which success depends on cooperation, shared understanding, effective communication, and interaction, social attitudes are crucial [14]. It is also believed that team sports are a tool that can develop a person's social skills [15]. This is because team sports will generate a social setting that will give people the chance to engage with others. At the same time, a person's behavior is a relative trait that reflects how they respond to other individuals. For instance, some work diligently, patiently, and consistently put the good of the group before their interests while collaborating. On the other hand, others are idle, impatient, and just interested in increasing their wealth.

Based on the researchers' observations, there were differences between male and female athletes on the PORDA futsal team in Yogyakarta City. The male futsal team was observed to be more solid as they did not have groups within groups. The female team, however, seemed to have circles in the group. Then, the male athletes appeared to have more composure in playing futsal than their female counterparts. The female athletes seemed to talk more than the male team. These cases showed differences in attitudes in the male and female futsal teams, which piqued the researchers' interest.

It is hoped that the social attitudes that emerge in futsal can serve as a vehicle for people to develop social skills, specifically social attitudes that are actually essential in social life. It is also hoped that these attitudes can help to lessen issues that frequently arise on the field, particularly within teams. The purpose of the study was to examine the variations in empirical data on various types of social attitudes between the male and female futsal teams. In light of the aforementioned context, the authors' research focused on social attitudes and how they were influenced by various causes. The researchers also emphasized research in this instance when describing the social views of male and female futsal athletes in the Yogyakarta City PORDA futsal squad.

2. Methodology

This comparative research used a survey method. As the name suggests, comparative research is comparative in nature [16]. This research compared the social attitudes of male and female futsal athletes in the city of Yogyakarta. Data were collected using questionnaires with a Likert scale of 1, 2, 3, and 4.

The purposive sampling technique was used with the condition that the athletes in this study were PORDA Futsal players in Yogyakarta City who took part in a training camp to face PORDA DIY in 2022. The research subjects were 32 athletes consisting of 16 female athletes and 16 male athletes.

Questionnaires were used as an instrument to collect the data. The validity of the instrument was 0.86 with an instrument reliability of 0.94, which was included in the good category. The instrument contained questions from social attitude indicators, namely, Honesty, Discipline, Responsibility, Tolerance, Mutual Cooperation, Politeness, and Confidence. This research instrument had 29 questions.

To analyze the data, the t-test was employed to compare the social attitudes of male and female athletes in the Yogyakarta City PORDA futsal team. To find out whether the t-test analysis technique could be used, prerequisite tests were first carried out, namely (1) a normality test using the Shapiro-Wilk test with the condition that if the calculated sig was > 0.05, then the data was declared to be normally distributed and (2) homogeneity test using the statistical Levene test provided that if $P > 0.05$, then it was declared homogeneous. The SPSS 27 was used to assist the researchers in analyzing the data.

3. Results

Table 1 explains the results of descriptive data analysis of the social attitudes of male and female athletes. Based on the table, regarding the social attitudes of male athletes, the following data were obtained: minimum value = 93; maximum value = 110; mean = 102.50; median = 102.50; and standard deviation = 4.676. Meanwhile, concerning the social attitudes of female athletes, the following data were obtained: minimum value = 83; maximum value = 104; mean = 93.94; median = 95.00; and standard deviation = 6.588.

Table 1. Statistical Description

Statistics		Putra	Putri
N	Valid	16	16
	Missing	0	0
Mean		102.50	93.94
Median		102.50	95.00
Std. Deviation		4.676	6.588
Minimum		93	83
Maximum		110	104

Before testing the hypothesis using the t-test, prerequisite tests (the normality test and homogeneity test) were first conducted. Table 2 shows the normality test results using the Shapiro-Wilk (SW) test formula.

Table 2. Normality Test Results

Group	Variable	s-w	P
Male		0.970	0.843
	Social Attitudes		
Female		0.948	0.456

The results show that both p values for the female athletes' social attitudes (0,456) and male athletes' social attitudes (0,843) were below 0,05. Thus, it can be concluded that the research data were normally distributed.

Then, the second prerequisite test, the homogeneity test, was carried out using the Levene Statistics test. The results of the homogeneity test can be seen in Table 3.

Table 3. Homogeneity Test Results

Variable	Levene Statistic	P
Social attitudes of male and female athletes	2.433	0.129

Based on the table above, it can be seen that a significant value of 0.129 was obtained for the social attitudes of male and female futsal athletes. Therefore, it can be concluded that the variance was homogeneous.

The hypothesis was tested using the t-test. Hypothesis testing was carried out to determine if the hypothesis was accepted or rejected. This study used the t-test at a significance level of 5%. Hypothesis test results can be seen in the following table.

Table 4. Hypothesis Test Results

Variable	Mean	Std.Dev	T count	P value
Social attitudes of male and female athletes	8.56	8.60	3.982	0.001

Based on the table above, it can be concluded that there was a difference in the social attitudes of PORDA male and female futsal athletes in Yogyakarta.

4. Discussion

The purpose of this study was to compare empirical data on various social attitudes in male and female futsal athletes to find any discrepancies.

When combined with experience, attitude is a mental state that a person is in that directs and determines how they will react to various things and circumstances [17]. Attitude is a concept formed by three components, namely cognitive, affective, and behavioral [18]. The cognitive component contains all thoughts and ideas relating to the attitude object. The content of a person's thoughts includes things they know about the attitude object, which can be responses or beliefs, impressions, attributions, and judgments about the attitude object.

Individuals' social interactions with others shape their social attitudes. Social contact takes place in a relationship of mutual influence between two individuals; this reciprocal relationship also has an impact on each individual's behavior patterns as a member of society. Social contact is the relationship between people and their immediate physical and psychological surroundings, as well as the culture that people themselves have produced via media like radio, television, and the news. Jia Yang et all [19] examined the social attitudes of the runner community in China. They found that interaction in running groups is a process consisting of three stages, namely self-interaction, interpersonal interaction, and inter-group interaction. Through three components—self-examination, adjusting to others, and being a part of a group as the center of awareness—runners complete the entire interaction process. In other words, the findings of this study imply that there is a relationship that affects social attitudes among people as well as among different groups.

There are two categories of factors that influence social attitudes: internal and external factors. Internal factors are those that originate from the individual human being [21], namely selectivity and interest towards a social object. In this case, discipline, responsibility and sportsmanship are internal factors because they appear within the individual due to selectivity and attention within oneself.

In contrast, external factors are those that come from sources other than a person [22], including the family, community environment and school where there is a reciprocal relationship. In this case, cooperation and social interaction are aspects that arise in the family, school and community environment. According to Santinha et al, external factors have a significant influence on engaging in physical activity and choosing a sports club [23].

According to this definition, a person's social attitudes can be formed from the surroundings and daily activities that they engage in, one of which is the development of social attitudes through sports or other training activities [19,24]. In this research, significant differences were observed in the social attitudes of male and female futsal athletes.

This study found that the social attitudes of male athletes were better than female athletes. These results are supported by the higher average social attitudes of male athletes compared to female athletes and are strengthened by the results of hypothesis testing with significant results (0.001) Male athletes have more fighting spirit and solidarity as they not only train to develop their skills, but they also to respect authority, respond to new challenges and enjoy being together. The men's team's training activities appear more conducive even though male athletes are more emotional than female athletes. In fact, female athletes use their feelings more, so sometimes they train very much relying on their mood.

The athlete's maturity level in cooperating with teammates will grow as a result of training camp activities. To ensure a successful and seamless game of futsal, it is essential for all players to be able to communicate and become comfortable with one another [25]. Good social attitudes can boost their achievement even higher.

5. Conclusion

During the data analysis, a p-value of 0,001 was obtained which was below 0,05. This indicates a significant difference in the social attitudes of male and female futsal athletes. A person's social attitudes can be developed from their environment and activities. Sports activities can influence social attitudes to affect athletes' performance, particularly in the game of futsal, which really requires good social attitudes to work together to win the match because futsal is known as a team sport.

Acknowledgement

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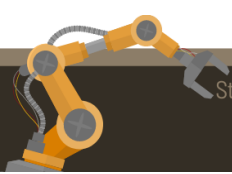
PREDICTION OF THE OPTIMAL PERFORMANCE OF RUNNING ATHLETES

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Abstract

This research is a scientific study between disciplines, especially mathematics and sports. The problem in this research is how to model the optimal time prediction for the performance of athletic athletes, especially running, based on data from national and international championship results. The aim of this research is to find a prediction model for optimal performance times for running athletes based on national and international time record data. The solving method in this research uses mathematical methods, namely the least squares method and forecasting with the help of Excel and SPSS programs. Through this research, it is hoped that it will become input for scientific information, especially for athletics (running) so that it can predict athlete performance based on optimal time prediction models so that training targets are well directed. Athletes can provide positive motivation from these predictions. Practically, for coaches, teachers and sports coaches, athletics can be a basis for creating training programs to create better performance. The optimal time prediction model produced in this research can provide an overview of running achievements both nationally and internationally. Apart from that, it can also be used to compare national and international achievements so that it can be used as evaluation material. The optimal time prediction model for running athletes' performance for short distances of 100m and 200m was obtained with a model that was significant at the 0.05 level of significance.

Keywords: optimal time prediction, least squares, forecasting, running.

1. Introduction

Several sports competitions rely on speed ability to determine best performance. These sports include athletics and swimming. In both sports, whoever is quickest is the champion. Talking about speed, it includes distance and time. Since the start of running competitions both nationally and internationally in various events, a lot of time data has been recorded. From race to race, from year to year until now the time records for each number are certainly getting better, meaning that many records have been broken. However, this time data is still rarely used as reference material for improving better performance in the future. In fact, through certain mathematical methods, in this case the forecasting method, if we have some known time data, we can obtain a prediction model for the future so that it can be used as a reference in improving better performance.

Mathematical models for predicting the optimal time achieved in running sports based on time records achieved in national or international championships need to be studied. This is due to the tight competition for achievements in running sports, especially in short distance running events, namely the 100 m, 200m and 400m races. Apart from that, the need for coaches to improve athlete performance based on achievements that have been achieved at both national and international levels is very important to determine optimal training targets. According to Santoso, "training for performance sports is essentially improving the functional abilities of the body according to the demands of maximum performance in the sport, both in terms of basic abilities and technical skills.

Initial data, reference data and athlete progress data must always be recorded to be able to predict achievement." [1] mathematical model predicts optimal running times based on World Record results through simple differential equations in terms of physiological constants. [2], [3] refined Keller's model with a simple centrifugal force function acting on the runner around a curve based on World Records for 200m outdoor and 100m indoor. It is a case study for the 1996 Atlanta Olympics 100m World Record holder, Donovan Bailey of Canada.

Running is a simple sport, one of the events contested in athletics, both at regional, national and international levels. This athletic sport consists of several events, namely brisk walking, running, jumping and throwing. As explained above, running consists of short distance running (Sprint), middle distance running, long distance running and marathon. Mohammad Zohri (National Athlete, 3rd Place in the 100 meter dash at the Olympics, Golden Grand Prix Osaka 2019, Japan) performs the type of running technique he has mastered with full strength and speed along a predetermined track line from start to finish in order to achieve victory based on record shortest time. Short distance runners are called sprinters. Zohri specializes in running 100 meters, although there are 200 meters and 400 meters as alternative routes for short distance running.
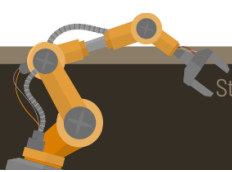
[4] States that running is included in the flying phase, which is a body movement where both legs are floating in the air (both soles of the feet are off the ground), which is different from walking where the feet are always in contact with the earth or ground. Mochamad Djuminar explained that a runner will make an accelerated step frequency, so that at one time the body tends to float when he runs. This means that when the two stiffs float there is at least a set of stiffs supporting the ground. [5] Wikipedia defines running as a body movement (gait) where at one time there is a flying phase, all feet do not touch the ground. So, in contrast to walking where one leg must remain as support and in contact with the ground, whereas running is a body movement where both legs are present when they can float in the air or are not in contact with the ground. In the field of sports, there are many things that we can appreciate in mathematical models.

Running is a sport that is contested in both official and unofficial championships. The running competition numbers consist of short distance running: 100m to 400m running which is carried out by maximizing all techniques starting from starting speed, sprinting and technique for entering the finish line, thus determining whether the time taken is good or bad. Middle distance running: 800 m to 1500 m. Long distance running: 3000m to 42,195 km because the distance is quite far, both use a standing start, requires very high skills, because it consists of exerting or utilizing maximum energy in a relatively short time (Agung, 2013). Many championships have been held in this swimming sport, both national and international, so there is also a lot of time record data. Through the least squares method and forecasting methods, the time data can be processed into a trendline equation. This trendline equation can be used as a time prediction model to determine future achievement times.

Seeing such symptoms and facts, researchers feel it is necessary to conduct research on optimal time prediction models for the performance of athletes in athletics, especially running, based on performance data that has been achieved. This research refers to the research umbrella program of the Department of Sports Coaching education, namely the development of sports achievements. This is a development of training and learning in athletic sports subjects. Apart from that, this research shows that the field of sports, especially running, can be studied from other disciplines, in this case mathematics, so this research is a sports mathematics topic. Thus, this research is an effort to improve the quality of training and learning and provide insight into the study of sports science in terms of mathematics.

2. Method

The research method used in this research is a descriptive method with case studies. Where it was tried for several cases, in this case the results of world and national level championships so that from these cases models were obtained that were appropriate to the case.

The object of this research is the best time record in the 100m, 200m and 400m short distance running championships. The subject of this research is a mathematical model obtained through the least squares method and a forecasting method based on the best time data (object).

The research instrument used to obtain data was taking data from data sources through internet searches of national and international competition results to obtain short distance running records.

The instruments for analyzing data are mathematical methods, namely the least squares method and forecasting methods with the help of Microsoft Excel and SPSS programs to determine suitable mathematical equation models.

Research stages

- Carrying out theoretical analysis regarding running and mathematical methods.

- Analysis of relevant previous research results.

- Recording the best times from short distance running competitions at both national and international levels.

- Processing and analyzing data through mathematical methods to produce results optimal time prediction model for the performance of athletes in short distance running for competitions namely 100m, 200m, 400m for men and women using mathematical methods.

- Carry out model testing

- Choose a mathematical model to best predict optimal times
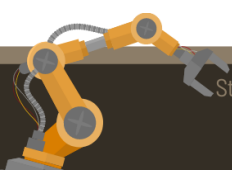
3. Results

The research results that have been achieved have only obtained data on the performance of short distance running athletes from the 2023 Sea Games. Data on the performance of short distance running athletes for 100 meters and 200 meters obtained descriptive results as follows:

Table 1. Description of Athlete Performance running distances of 100 meters and 200 meters

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Sprint100	7	10.37	10.93	10.6157	.19518
Sprint200	8	20.74	21.44	21.1588	.25931
Valid N (listwise)	7				

The results of the normality test of performance data for athletes running short distances of 100 m and 200 m are as follows:

Table 2. Performance Normality Test for Athletes Running Distances of 100 meters and 200 meters

Tests of Normality

	Kolmogorov-Smirnovᵃ			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sprint100	.184	7	.200*	.961	7	.828
Sprint200	.169	7	.200*	.955	7	.773

The following is a graph of the results of an analysis of the performance of athletes running a distance of 200m
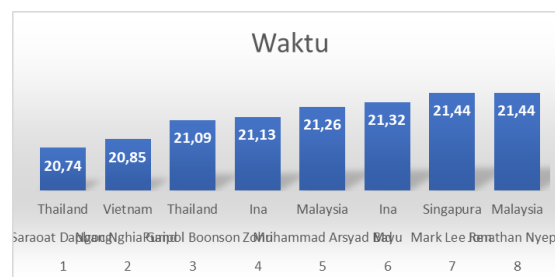
Figure 1. Performance Results of 200m Running Athletes
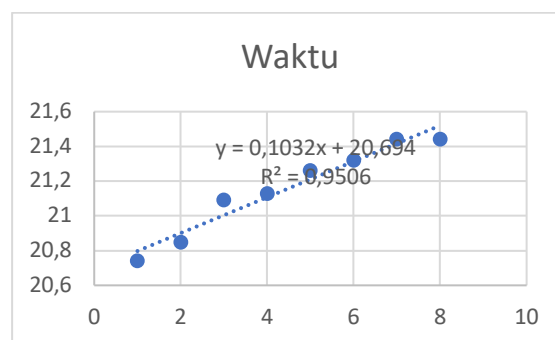
Figure 3. Linearity graph, Regression equation and Correlation of 200m Running Athlete Performance

The results of the regression equation are obtained

y = 0,1032 x +20,694

with a coefficient of determination of 0.95

Table 3. Significance Test Results of the Optimal Time Prediction Model for 200m Running Athletes

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	20.858	.169		123.181	.000
Rank200	.067	.034	.631	1.992	.093

The prediction model obtained has sig. = 0.00 < 0.05 then the significant model can be used as a prediction model for the optimal performance time of athletes running a distance of 200m

The following is a graph of the results of an analysis of the performance of athletes running a distance of 200m
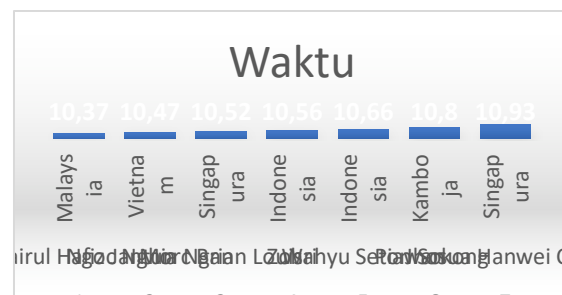
Figure 2. Performance Results of 100m Running Athletes
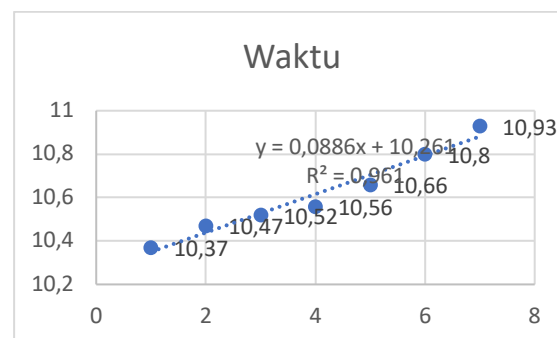
Figure 4. Linearity graph, Regression equation and Correlation of 100m Running Athlete Performance

The results of the regression equation are obtained

y = 0,0886 x +10,261 with a coefficient of determination of 0,961

Table 4. Significance Test Results of the Optimal Time Prediction Model for 100m Running Athletes

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	10.261	.036		287.550	.000
	Rank100	.089	.008	.980	11.100	.000

a. Dependent Variable: Sprint100

The prediction model obtained has sig. = 0.00 < 0.05 then the significant model can be used as a prediction model for the optimal performance time of athletes running a distance of 100

4. Discussion

Based on the analysis carried out above, the findings were that for the 200m, 100m norm, it shows that the higher the performance, the longer the time level. The forecasting method is a way of predicting or estimating quantitatively or qualitatively what will happen in the future, based on relevant data in the past. This forecasting method is used in objective forecasting. Meanwhile, the use of forecasting methods is to estimate systematically and pragmatically on the basis of relevant data in the past, thus forecasting is expected to provide greater objectivity [6].

Least Square Method: The methods used for time series analysis are the Free Hand Method, the Semi Average Method, the Moving Average Method and the Least Squares Method. Square Method) [7]. In this case, we will focus more specifically on discussing time series analysis using the least squares method which is divided into two cases, namely the case of even data and the case of odd data. In general, the linear line equation from time series analysis is:

$Y = a + b X$

Information :

Y is the variable whose trend is sought and

 X is a time variable (year).

Meanwhile, to find the values of constant (a) and

parameter (b) are:

$a = \Sigma Y / N$ and $b = (\Sigma Yx)/\Sigma X2$

Least Square Method (least square), this method is most often used to predict y, because the calculations are more precise. Formula for finding the trend line equation 0.

The results of the regression equation are obtained for number 100 m is: y = 0.0886 x +10.261 (2) with a coefficient of determination of 0.961 For the 200 meter number, the regression equation is:y = 0.1032 x +20.694 (3)with a coefficient of determination of 0.95 Both equation models are significant at the 0.05 significance level.

Furthermore, based on [8], Prediction Versus Reality: The Use Of Mathematical Models To Predict Elite Performance In Swimming and Athletics at The Olympic Games, ©Journal of Sports Science and Medicine (2006) 5, 541-547, a research in [9] with the title Optimal Time Prediction Model in Swimming Sports Using the Trendline Equation. Tested cases for freestyle and style swimming men's and women's 50m, 100m, 200m back with samples according to age groups at national level and according to the number of world level matches from the first world level match to the latest time record.

The results of this research using the least squares method with the help of SPSS obtained 10 linear trendline time prediction models for the national level and 10 models at the international (world) level. Based on statistical testing and model trials, the time prediction models for the national level men's 50m backstroke and international women's 50m freestyle are the most suitable models.

In this research, the latest data will be tested for both national and international competitions for athletics, short distance running, 100m and 200m. The research results of Timothy Heazlewood, [7] for freestyle swimming
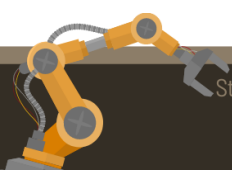
in the 50m, 100m, 200m, 400m, 800m, 1500m competitions, obtained a prediction model in the form of linear, nonlinear, cubic, inverse, sigmodial and exponential regression equations.

The results of research [1] modeled optimal running time predictions using simple differential equations. Research results [10] state that the problem of maximizing running distance in a certain time is considered a problem in optimal control. The parameters involved are resistive force, maximum available driving force, energy supply level, initial energy level and fatigue constant.

[3] refined Keller's model with a simple centrifugal force function acting on the runner around a curve based on World Records for 200m outdoor and 100m indoor. It is a case study for the 1996 Atlanta Olympics 100m World Record holder, Donovan Bailey of Canada. [11] conducted research to develop an empirical model that relates human running performance to several characteristics of metabolic energy-generating processes using anaerobic metabolic capacity (J/kg); MAP, maximum aerobic power (W/kg); and E, decrease in peak aerobic power with the natural logarithm of race duration T, when T is greater than TMAP = 420 seconds.

The research results of [12] models for the forces applied in the block, drive and maintenance phases, as well as for the braking forces, are proposed and based on experimental observations. The applied force and aerodynamic drag along with the speed and position of the sprinter are calculated by the model as a function of time. The unknown model parameters are physically relevant and quantitatively comparable to experimentally measured quantities. New mathematical method, not based on matching

curve, is proposed along with a model that requires two observable quantities, the time of the first step and the start of the maintenance phase, and four time divisions. The model was validated by modeling several elite sprints from available split data, as well as measured splits for non-elite sprinters, distances over 100 m and 200 m. Péronnet and Thibault proposed a logarithmic model based on decreasing use of the maximal aerobic speed fraction [13].

Acknowledgement

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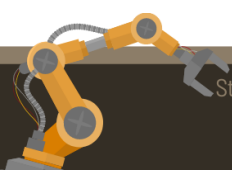
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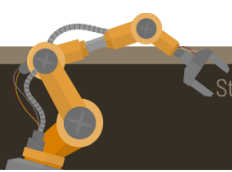
AEROBICS EXERCISE ACTIVITIES AS AN EFFORT TO IMPROVE PHYSICAL FITNESS

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Abstract

This research was conducted to determine whether there is an influence of aerobic gymnastics exercises on the physical fitness of the community in Krapyak XI hamlet, Margoagung village, Seyegan, Sleman, Yogyakarta. The purpose of the research is to assess the level of physical fitness among the residents of that village. The research takes the form of an experimental study with the entire population of mothers in Bukit Tengah hamlet, totaling 136 people.The instrument used in this research is the cardiovascular endurance test (Bleep Test), which aims to measure an individual's physical fitness. The hypothesis proposed is that there is an influence of aerobic gymnastics exercises on the physical fitness of the residents of Krapyak XI hamlet, Margoagung, Seyegan, Sleman, Yogyakarta. The obtained data was found to be significant, with a calculated t-value of 2.50, while the t-table value is 1.73, as the calculated t-value > t-table, specifically 2.50 > 1.73, at a significance level of $\alpha = 0.05$. This indicates that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted, meaning that there is an influence of aerobic gymnastics exercises on physical fitness in the Krapyak XI hamlet. In this study, it is hoped that the residents, especially those in Krapyak XI hamlet, will engage in physical activities more frequently to promote health and maintain physical fitness, which can ultimately lead to increased productivity in the community.

Keywords: Aerobic Gymnastics, Physical Fitness

1. Introduction

Aerobic exercise is a very easy activity to do, suitable for children, teenagers, adults, and even the elderly. Aerobic exercise combines various rhythmic and coordinated movements, along with a joyful demeanor supported by lively music, which is why it has become a favorite sport among people. According to Marta Dinata (in Trisnawan 2010: 25), aerobic exercise is a deliberate sequence of movements following selected music rhythms to create rhythmic consistency, continuity, and specific duration. In other words, aerobic exercise is a deliberate combination of movements and music crafted to achieve synchronization between the movements and music for specific goals.

Essentially, aerobic exercise greatly influences its users. Aerobic exercise itself is often interpreted as a sport where movements are chosen and performed according to the participant's preferences, accompanied by music. Aerobic exercise is conducted as a community physical fitness improvement program because it holds advantages compared to other sports activities. The accompanying music acts as the soul of the exercise routine, hence the importance of careful selection of music and songs.

The accompanying music for aerobic exercise needs to have clear beats, a tempo matching the movements, adjusted to the intensity of the workout, and should evoke cheerfulness and enthusiasm among the participants. Several components of aerobic exercise include warm-ups (stretching), low-impact, high-impact, mixed-impact, and conclude with cooldown exercises.

One type of sport that can improve fitness and is highly favored by almost the entire community, both in rural and urban areas, among men and women alike, is aerobic exercise. This is because aerobic exercise can be done on a mass scale, is inexpensive, lively, enjoyable, and provides immediate and tangible benefits that are easy to do anywhere. With movements that are easy to follow and burn a lot of calories, this exercise is widely favored by a majority of the population, spanning across various economic backgrounds, from lower to middle to upper class.

Having a healthy body is the desire of many people, but not everyone is willing to engage in activities like aerobic exercise to improve fitness. One thing to note is the level of physical fitness in the village of Krapyak, where awareness about physical fitness among its residents is still low and hasn't received sufficient attention. Lack of awareness and reluctance to exercise, coupled with limited physical activity apart from household chores, are factors influencing this situation, especially among the residents.

Lack of understanding about the benefits of exercising also poses a challenge for the residents of the village of Krapyak. Some members of the community, particularly homemakers, farmers, and traders, tend to become lazy when it comes to exercise. Only a few engage in active activities within the village, but these activities aren't focused on fitness improvement exercises; instead, they involve pursuits like gardening or cooking together.

This is what prompted researchers to believe that it's crucial to conduct physical fitness tests aimed at measuring and understanding the level of physical fitness. Given the issues outlined, the researchers aimed to determine the extent of the impact of aerobic exercise training on the physical fitness of the residents of Krapyak village within the Margo Agung village, Seyegan, Sleman.

Excercise

According to Sukadiyanto (2015:5), the term "latihan" (training) originates from English words that encompass several meanings such as practice, exercise, and training. In Indonesian terminology, the definition of "latihan" comes from the word "practice," which refers to activities aimed at enhancing skills in exercising using various equipment tailored to the objectives and needs of the specific sports branch.

The definition of "latihan" originating from the word "exercises" is a fundamental component in the training process aimed at enhancing the quality of the human body's organ system functions, thus aiding athletes in perfecting their movements. Exercises constitute the training material devised and arranged by a coach for a session or a face-to-face meeting during training. Typically, it includes content such as: 1) Introduction to the training, 2) Warm-up exercises, 3) Core exercises, 4) Supplementary exercises, and 5) Cooling down or conclusion.

Training, derived from the word "training," is a process that refines exercise abilities encompassing theoretical and practical materials, employing methods and implementation rules with a scientific approach. It follows planned and systematic educational principles, allowing goals to be achieved within a specific timeframe.

Aerobic Gymnastics

Gymnastics originates from the Greek language, "gymna," meaning naked, or "gymnation," referring to the place for gymnastic exercises. Gymnastics involves specific body movements often combined with music and performed continuously for a certain duration. Over time, aerobic gymnastics has seen rapid growth.

According to Adi Trisniawan (2021:3), aerobics is a physical training system aimed at enhancing the utilization and efficiency of oxygen within the body's tissues. The Indonesian Dictionary explains that aerobics means requiring oxygen for life, movement, and growth.

Furthermore, nowadays almost every institution or office conducts aerobic gymnastics as a regular exercise routine. Aerobic gymnastics has evolved beyond mere dance-like movements. The routines are well-structured, accompanied by music, with the goal of achieving physical fitness and flexibility. As time passes, various types and forms of gymnastics continue to develop, including aerobic gymnastics.

The characteristics of aerobic gymnastics movements include being energetic, inviting a sense of joy, and instilling enthusiasm in participants. Heri Masnur (quoted in Khoriyatun Nilawati 2019:10) stated in his research that there are three types of impact during aerobic gymnastics: low impact, high impact, and mixed impact.

Kath expressed the view that aerobic gymnastics is an excellent form of exercise because, aside from being enjoyable, the intensity is structured within training zones, lasting between 30 to 45 minutes, and training frequency of approximately 2 to 3 days a week is sufficient to enhance cardiovascular function, health, and muscle endurance to a better state (Adi Trisniawan, 2021:5).

Meanwhile, aerobic gymnastics can be considered a health sport. According to him, aerobic gymnastics meets the general characteristics of health sports, which include being mass-oriented, cost-effective, vibrant, easy, and beneficial.

Physical Fitness

Physical Fitness" which can be defined as the physical condition describing one's bodily abilities. It can also refer to an individual's capacity to perform a specific task adequately without experiencing fatigue (Widiastuti, 2015:13).

Physical fitness plays a significant role in daily activities, representing an individual's body condition. Each person needs to maintain an ideal level of physical fitness, which refers to the body's ability to carry out daily

tasks without causing significant fatigue. Physical fitness tends to increase until the age of 30 and gradually declines afterward. This fluctuation occurs naturally if no intervention is made.

Factors such as gender also influence physical fitness, with men generally exhibiting higher levels compared to women. Differences in hormonal development and functions between genders are considered the primary reasons for these variations. Androgenic hormones in men affect muscle development, resulting in generally stronger muscles compared to women.

Based on the information provided, it can be concluded that physical fitness refers to an individual's ability to engage in physical activities without experiencing significant fatigue, thus still having enough energy to relax or proceed to the next activity. Physical fitness is also a physical aspect that empowers individuals to lead a beneficial life and adapt to living a healthy physical lifestyle.

2. Method

This research is an experimental study designed to observe the improvement of physical fitness through aerobic exercise training. The research design used is a One Group Pre-Test - Post-Test Design, where a group receives the treatment. However, before the treatment is administered, an initial test (pre-test) is conducted. After that, the group undergoes aerobic exercise training, and a final test (post-test) is conducted. Hypothesis testing is done using statistical analysis. The similarity aims to determine the application of results obtained from the pre-test and post-test of the one-group design, whether there is an influence or not. The hypothesis testing then utilizes t-tests with a confidence level of 95% or $\alpha = 0.05$.

This research was conducted in Dusun Krapyak 9, Margoagung, Seyegan, Sleman, Yogyakarta. The population involved in this study consisted of community members, both men and women, totaling 75 individuals. The sample selected for this research comprised 60 individuals, consisting of 30 men and 30 women.

Fitness data was gathered through two tests: an initial test and a final test. The initial trial was conducted before commencing the aerobic exercise regimen. The treatment was administered across 24 sessions, conducted three times a week, with each session lasting 40-45 minutes. Subsequently, the final test was carried out to compare the initial test data with the final fitness assessment, utilizing the multi-stage fitness test (MFT/Bleep test).

The data analysis process aimed to test formulated hypotheses, employing the T-test technique, with the prerequisite that the sample must be homogeneous and normally distributed.

3. Results

Physical fitness has been extensively discussed by experts, and one of its limitations is that it serves an essential function for individuals to carry out their tasks in life effectively, achieving optimal results without significant fatigue. Physical strengthening for older individuals aids in maintaining their body's fitness against diseases. For students, physical conditioning enhances their learning capacity.

According to **(Rozi et al., 2021),** fitness can be achieved through regular physical activities and exercise. Fitness represents the physical capability to work and engage in daily activities without feeling fatigued, indicating readiness for intense activities.

In a study conducted with 60 samples from the community in Dusun Krapyak, the Multi-Stage Fitness Test (MFT) results indicated that the pre-test had an average score of 32.21, a minimum score of 27, and a maximum score of 45.4, with a standard deviation of 4.25. Conversely, the post-test data showed a highest score of 49, an average score of 38.24, a minimum score of 30.5, and a standard deviation of 4.54.

Distribution *Pretest dan Posttest* Level PF

Pretest		Postest	
Mean	33,21	Mean	38,24
Median	32,9	Median	38,3
Mode	32,9	Mode	39,3
Standard Deviation	4,25	Standard Deviation	4,54
Minimum	27	Minimum	30,5
Maximum	45,4	Maximum	49
Sum	1992,4	Sum	2294,3
Count	60	Count	60

The post-test results indicate a significant improvement compared to the pre-test. This is evident from the highest, lowest, and average values in the post-test data being better than those in the pre-test data. This improvement suggests that after undergoing a series of specific activities or treatments, such as exercise or a fitness program, individuals tend to have better physical abilities than before.

Table 2. Results of Normality Test

Variabel	t-statistik	Sig	conclusion
Pre-test	0,147	0,145	Normal
Post-test	0,105	0,181	Normal

Based on Table 2, it is evident that the significance value for the pre-test data is 0.145, and for the post-test data, it is 0.181. According to these values, both the pre-test and post-test data have a normal distribution (p > 0.05).

Table 3.

Variabel	Sig.	Conclusion
Level of physical fitness	0,190	Homogen

According to Table 3, the calculation yielding a significance value of 0.190 > 0.05 indicates that the sample variances are uniform. It can be concluded that the variances have a uniform population.

4. Discussion

Based on the research findings, it can be concluded that overall, there is an improvement in physical fitness among the community members of Dusun Krapyak, as evidenced by the significance values being lower than the threshold of 0.05, as seen in the Hypothesis Test table. There is a noticeable difference in the improvement of physical fitness (Vo2Max) concerning aerobic exercise and gender among the community members of Dusun Krapyak, as shown in the test results across each group. Therefore, there is an observed enhancement in physical fitness through aerobic exercise, considering gender differences.

Researchers should aim to expand their population and sample size to ensure that the improvements observed are beneficial and visible to the community. This experimental study's outcomes can serve as criteria for designing or determining exercise programs and should be implemented in physical education environments. Moreover, it's anticipated that this research can address issues faced by stakeholders in the field during training sessions.

We are confident that the results of this study have positive implications for those involved. However, from the observed issues during the pretest phase, the obtained results were not optimal. This suggests that the affected individuals may require new and engaging forms of exercise to enhance their fitness levels.

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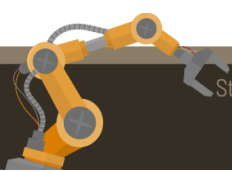
THE CORRELATIONS OF THE STUDENT ATHLETE TRAINING ENVIRONMENT AND THE TRAINING FACILITIES SCALE BY A SECOND-ORDER CFA MODEL ANALYSIS

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Abstract

The aim of this research purpose is to assess the validity of the concept and the determination of the reliability of the training environment scale, to test the contribution of each element and indicator in reflecting training environment variables, and to evaluate the extent to which the theoretical model of the training environment corresponds with empirical data. Research methods in this study are the correlations research. The sampling technique in this research used is probability sampling. The data collection method uses a training environment and training facilities scale and data analysis used the Structure Equation Modeling (SEM) with 2ⁿᵈ Order CFA through the Lisrel 8.71 program. Research results are there were a total of 169 subjects. There were 64 (37, 87%) are male respondents and 105 (62, 13%) are female respondents. The age groups were divided as follows: respondens were in the 12-15 years age group are 87 respondens (51,5%), and respondens were in the 16-18 years age group are 82 respondens (48,5%). The analysis of the study results showed indicates that student athletes in India within the "good" category regarding the training environment. The training environment variables show valid and reliable data, formed by the various aspects and indicators. Facility-related aspects play a significant role in representing the training environment, while the family aspect is the least prominent in depicting the training environment. The measurement model for training environment variables aligns well with empirical data.

Keyword: Training Environment, Student Athlete, Validity and Reliability, confirmatory factor analysis

1. Introduction

It is generally accepted that achievement in the field of sports is influenced by the interaction of various complex factors. Aspects such as physical fitness, mental readiness, physical development, body movement abilities, and tactical understanding all play a simultaneous role in achieving optimal performance [1][2]. However, it cannot be ignored that environmental factors also play a crucial role in achieving optimal sports performance [3]. Beyond just achieving optimal performance, positive environmental factors also have a positive impact on the development of athletes' talents [4]. In fact, a study has explained that the training environment also affects mental health [5]

The importance of environmental factors in achieving performance and athlete development is emphasized by Ntomali et al. According to their research, the training demands in a supportive environment and the relationships formed in the development process contribute to improving the mental well-being and physical condition of athletes while helping alleviate potential psychological pressure[6]. This ultimately results in superior performance and leads athletes towards excellence. In this context, the athlete's journey and environmental conditions, such as the atmosphere in the training center, also play a very important role in maintaining the mental health of athletes [7].

When in a challenging environment, a team that can achieve optimal performance must be equipped with adequate and responsive abilities, allowing them to quickly adapt to complex and dynamic situations [8]. This underscores that, in addition to individual aspects, adaptability in dealing with various environmental conditions also has a significant impact on overall sports performance.

Based on the previous explanations, the purpose of this study is to investigate the validity and construct accuracy of the Training Environment. Additionally, this research will test whether the evaluated aspects, namely

the Family (F) and Training Facilities (TF) aspects of the Training Environment concept, show consistency. The objectives of this study are as follows: 1) assess the validity and reliability of the Training Environment scale as a measurement tool, 2) determine the contributions of the aspects and indicators of the Training Environment in reflecting the Training Environment comprehensively, and 3) evaluate the suitability of the theoretical model of the Training Environment variable with empirical data.

2. Materials and Methods

Partisipan

In this study, there were a total of 169 subjects. The breakdown of the total research subjects is as follows: there were 169 research respondents, with a gender breakdown of 64 males (37.87%) and 105 females (62.13%). The age group of the research subjects falls within the range of 12-15 years, comprising 87 individuals (51.5%), while the age group of 16-18 years includes 82 individuals (48.5%).

Studi Organization

This study employed a correlational research approach. Consistent with Dash's statement, this study was implemented with a correlational design [9]. The research used a questionnaire method, with the entire data collection process conducted online via Google Forms in the form of a questionnaire. The questionnaire consisted of 40 items of questions related to the Training Environment and Training Facilities for student athletes, which were mandatory for respondents to answer using a Likert scale as an assessment tool. Furthermore, the sampling technique used in this research was probability sampling. This technique was used to ensure that the population had an equal chance of being selected as samples.

Construct Validity and Reliability

The internal structure of the two-factor model was evaluated using confirmatory factor analysis (CFA) in LISREL version 8.8 [9]. CFA was chosen to assess construct validity by comparing observed data with the proposed structural model, using several fit criteria as indicators [10]. Additionally, construct reliability [11] was examined through CFA to validate the constructs. The analysis results showed that the model was acceptable based on the data and met the recommended criteria [12]. Various indicators were considered to evaluate the overall model fit in this study. The research findings indicated that the model met the following criteria: a low Chi-square value with $p > 0.05$, RMSES < 0.05 indicating a good fit, and $0.05 < RMSEA < 0.08$ indicating a good fit. Moreover, a Standardized Root Mean Square Residual (RMR) less than 0.05, GFI > 0.90 indicating a good fit, NFI > 0.90 indicating an acceptable fit, NNFI > 0.90 indicating a satisfactory fit, CFI > 0.90 indicating a satisfactory fit, IFI > 0.90 indicating a satisfactory fit, and RFI > 0.90 indicating a moderate fit. A comprehensive analysis of the model concluded that it met the recommended criteria.

Statistical Analysis

Data analysis in this study was conducted using the Structural Equation Modeling (SEM) technique. The SEM approach utilized the Linear Structural Model (LISREL) version 8.71, developed by Joreskog and Sorbom in 2008. The second stage of the Confirmatory Factor Analysis (CFA) method was employed through SEM [13]. In this research, SEM was used to integrate latent variables into the analysis [9].

3. Results

The results of the descriptive statistical analysis indicate that the research respondents can be categorized into two distinct groups based on gender and age. The first group consists of middle school students aged 12-15 years, and the second group comprises teenagers aged 16-18 years. For further information, please refer to Table 1 below.

Tabel 1. Descriptive Statistical Results of Gender and Age Grouping

Variabel		India			
		Means	Std. Deviation	Frequency	Percent (%)
Gender	Male	1.62	0.487	64	37,87
	Female			105	62,13
Age	Junior High School (12-15 years)	15.22	1.808	87	51.5
	Senior High School (16-18 years)			82	48.5

Table 1 presents the results of the descriptive statistical analysis that groups data based on gender, age, and also based on the school level grouping. This table includes the mean values, standard deviations, frequencies,

and percentages. The mean value for gender is 1.62, with a standard deviation of 0.487. As for the age group categorization, the overall mean value is 15.22, with a standard deviation of 1.808. There were 87 participants in the middle school age group (51.5%) and 82 participants in the high school age group (48.5%).

Furthermore, to perform Confirmatory Factor Analysis (CFA) as a secondary analysis, it is recommended to consider factor loadings greater than 0.5 and t-values exceeding 1.96. Previous research has suggested that factor loadings of 0.50 are considered significant as they fully explain the underlying constructs [14]. LISREL software was used to analyze the data, considering factor loadings above 0.5 and t-values exceeding 1.96. The results are presented in Figures 1 and 2 below.
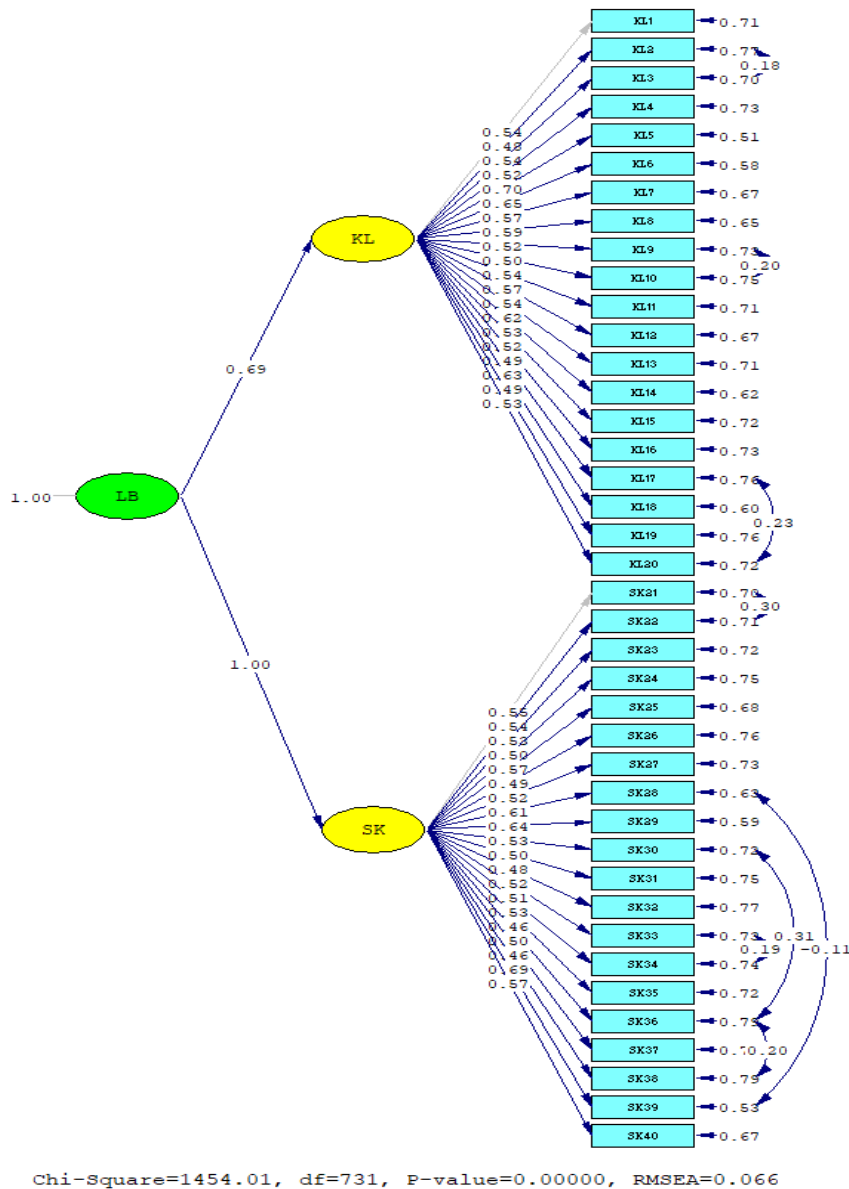
Figure 1. Second-Order CFA Loadings for Training Environment
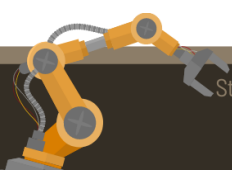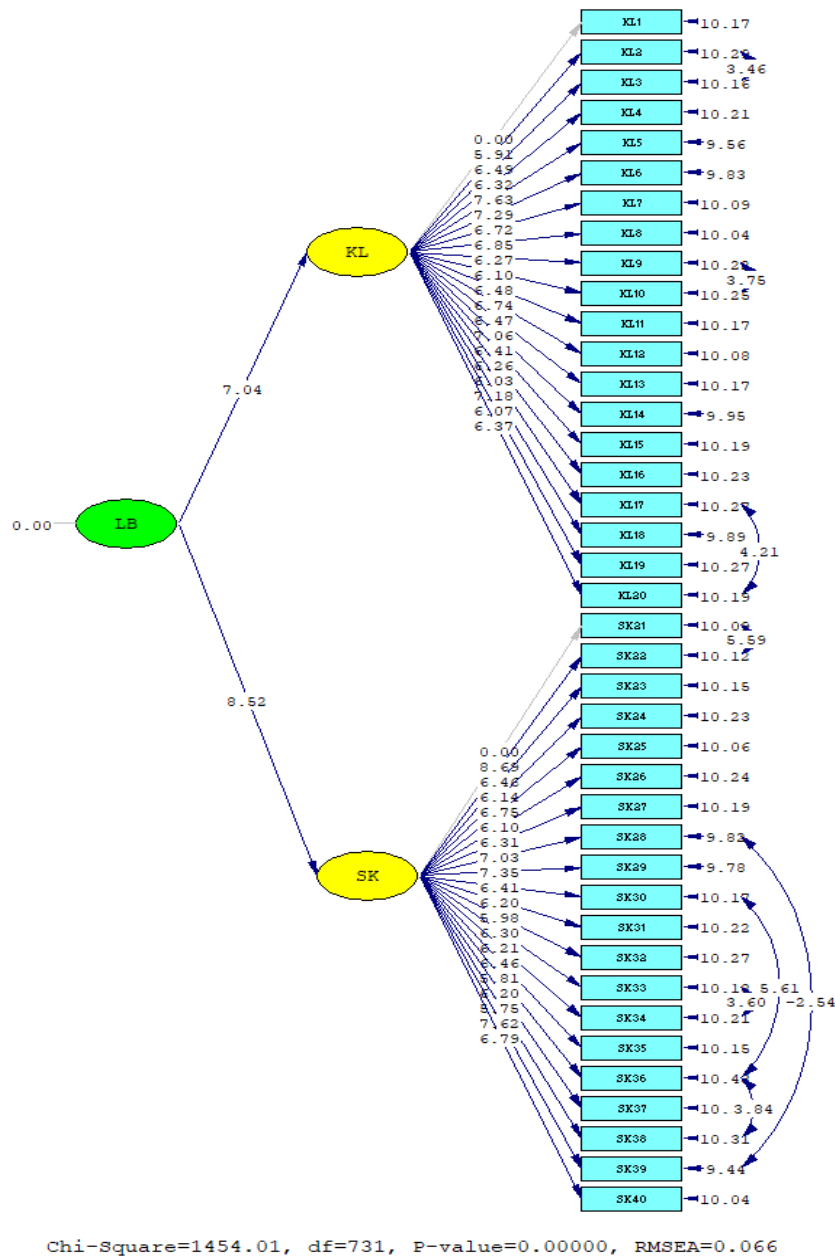
Figure 2. 2nd Order CFA Loadings for Training Environment

The initial analysis involved the decomposition process starting from latent constructs down to their aspects and indicators. All factor loadings exceeded 0.05, and all t-values were significant, with factor loadings greater than 1.96 based on the analysis conducted. This indicates that all 40 items used to measure the training environment have validity and significance. A summary of these findings can be seen in Table 2, as explained below.

Table 2. The Results of 2nd Order CFA Construct Validity for the Training Environment (Aspects-Indicators)

No.	Item	Factor Loading	T-Value	Description
1	KL1	0,54		
2	KL2	0,48	5,91	Sig
3	KL3	0,54	6,49	Sig
4	KL4	0,52	6,32	Sig
5	KL5	0,70	7,63	Sig
6	KL6	0,65	7,29	Sig
7	KL7	0,57	6,72	
8	KL8	0,59	6,85	Sig
9	KL9	0,52	6,27	Sig
10	KL10	0,50	6,10	Sig
11	KL11	0,54	6,48	
12	KL12	0,57	6,74	Sig
13	KL13	0,54	6,47	Sig
14	KL14	0,62	7,06	Sig
15	KL15	0,53	6,41	
16	KL16	0,52	6,26	Sig
17	KL17	0,49	6,03	Sig
18	KL18	0,63	7,18	Sig
19	KL19	0,49	6,07	Sig
20	KL20	0,53	6,37	Sig
21	SK21	0,55		Sig
22	SK22	0,54	8,65	Sig
23	SK23	0,53	6,46	
24	SK24	0,50	6,14	Sig
25	SK25	0,57	6.75	Sig
26	SK26	0,49	6,10	Sig
27	SK27	0,52	6,31	Sig
28	SK28	0,61	7,03	
29	SK29	0,64	7,35	Sig
30	SK30	0,53	6,41	Sig
31	SK31	0,50	6,20	Sig
32	SK32	0,48	5,98	Sig
33	SK33	0,52	6,30	Sig
34	SK34	0,51	6,21	Sig
35	SK35	0,53	6,46	
36	SK36	0,46	5,81	Sig
37	SK37	0,50	6,20	Sig
38	SK38	0,46	5,75	Sig
39	SK39	0,69	7,62	Sig
40	SK40	0,57	6,79	Sig

Notes: KL – Family; SK – Training Facilities

In the second-stage analysis, an evaluation was conducted on the latent structure based on its structural components. The abbreviation "KL" stands for "Keluarga," which is translated as "Family" in English. "SK" is an abbreviation for "Sarana Kepelatihan," which means "Training Facilities" in English. All factor loadings exceeded 0.5, and all t-values were statistically significant, with factor loadings greater than 1.96 based on the research findings. The "Family" aspect obtained a factor loading of 0.69 with a t-value of 7.04, and the "Training Facilities" aspect had a factor loading of 1.00, with a t-value of 8.52. The overall analysis results are summarized in Table 3 below.

Table 3. The Results of 2nd Order CFA Construct Validity for the Training Environment (Latent-Aspects)

No.	Aspect	Factor Loading	T-Value	Description
1	Family	0,69	7,04	Sig
2	Training Facilities	1,00	8,52	Sig

These findings indicate that both aspects of the training environment, namely Family and Training Facilities, have validity and significance in measuring the latent variable of the training environment. This validity is further supported by the Chi-square (X^2) value of 1454.01 with a p-value of 0.00 ($p > 0.05$). Furthermore, based on calculations using the reliability construction formula, the construct reliability yielded a value of 0.95, and the extracted variance was 0.50, indicating that the training environment variable has excellent reliability.

Table 4. Results of 2nd Order CFA Construct Reliability for the Training Environment

No.	Item	Muatan Faktor	Eror	CR	VE
1	KL1	0,54	0,71		
2	KL2	0,48	0,77		
3	KL3	0,54	0,70		
4	KL4	0,52	0,73		
5	KL5	0,70	0,51		
6	KL6	0,65	0,58		
7	KL7	0,57	0,67		
8	KL8	0,59	0,65		
9	KL9	0,52	0,73		
10	KL10	0,50	0,75		
11	KL11	0,54	0,71		
12	KL12	0,57	0,67		
13	KL13	0,54	0,71		
14	KL14	0,62	0,62		
15	KL15	0,53	0,72		
16	KL16	0,52	0,73		
17	KL17	0,49	0,76		
18	KL18	0,63	0,60		
19	KL19	0,49	0,76		
20	KL20	0,53	0,72	**0,95**	**0,50**
21	SK21	0,55	0,70		
22	SK22	0,54	0,71		
23	SK23	0,53	0,72		
24	SK24	0,50	0,75		
25	SK25	0,57	0,68		
26	SK26	0,49	0,76		
27	SK27	0,52	0,73		
28	SK28	0,61	0,63		
29	SK29	0,64	0,59		
30	SK30	0,53	0,72		
31	SK31	0,50	0,75		
32	SK32	0,48	0,77		
33	SK33	0,52	0,73		
34	SK34	0,51	0,74		
35	SK35	0,53	0,72		
36	SK36	0,46	0,73		
37	SK37	0,50	0,70		
38	SK38	0,46	0,79		
39	SK39	0,69	0,53		
40	SK40	0,57	0,67		

Notes: KL – Family; SK – Training Facilities

Furthermore, for the model fit, it is already appropriate universally. The criteria for model fit can be seen in Table 5 below.

Tabel 5. Model Fit Criteria

No	Indeks *Fit*	Nilai	Ket
1	Chi Square p	1454,01	Tidak *Fit*
2	RMSEA	0,066	Fit
3	ECVI	6,76	Fit
4	CAIC	1632,01	Tidak *Fit*
5	NFI	0,88	Tidak *Fit*
6	NNFI	0,93	Fit
7	PNFI	0,83	Tidak *Fit*
8	CFI	0,94	Fit
9	IFI	0,94	Fit
10	RMSR	0,034	Fit
11	RFI	0,87	Tidak *Fit*
12	NPC	723,01	Fit
13	GFI	0,76	Tidak *Fit*
14	AGFI	0,73	Tidak *Fit*

Notes: RMSEA - Root Mean Square Error of Approximation; GFI - Goodness of Fit Index; CFI - Comparative Fit Index; RMSR - Standardized Root Mean S¬quare Residual; NFIs - Normed Fit Indexes; IFI - Incremental Fit Index; NNFI – Non-Normed Fit Index; ECVI – Expected Cross-Validation Index; CAIC – Consistent Akaike Information Criterion; PNFI – Parsimonious Normed Fit Index; RFI Relative Fit Index; NPCs – Noncentrality Parameters; AGFI – Adjusted Goodness-of-Fit Index

The analysis revealed that 7 out of 14 fit indices indicate a strong model fit. These results demonstrate that the theoretical model of the training environment aligns with empirical data. In general, the research findings indicate that the training environment, including both the Family and Training Facilities aspects, has a high level of influence in supporting the performance and training sessions of student athletes in India. This is because the aspects and items comprising the training environment demonstrate validity and reliability. Overall, these aspects and indicators effectively reflect and contribute to the development of training for student athletes.

4. Discussions

The analysis findings indicate that the measurement instrument for the training environment has shown good validity and reliability. The dimensions reflecting family and training facilities have been proven to be valid and reliable. The training facility aspect, as the dominant factor reflecting the training environment, is supported by a t-value of 8.52, indicating that the training facility or training location significantly contributes to a comfortable training environment. Meanwhile, the family aspect, with a t-value of 7.04, particularly related to providing a support system to student athletes, serves as a primary indicator.

The research findings show both differences and similarities with previous studies on the analysis of the training environment factor. Some previous studies used confirmatory factor analysis with AMOS and reported different Cronbach Alpha results. For example, previous studies reported Cronbach Alpha values of 0.87, 0.90, 0.92, and 0.87 [15–18] using AMOS for data analysis. In contrast, our study employed LISREL for data analysis, similar to the findings in [19] which also used LISREL with a Cronbach Alpha value of 0.70. However, in this research, a construct reliability value of 0.95 was obtained.

Various complex interacting factors are generally accepted to influence performance in the field of sports. Additionally, achieving optimal performance is influenced by several aspects, such as physical development, tactical understanding, physical fitness, mental readiness, and body movement abilities [1,2]. furthermore, to become a successful athlete, dedication, effort, perseverance, high discipline, and a satisfying environment for athlete development are required [20]. Therefore, for athletes to succeed in sports, they must have access to a supportive training environment that allows for skill development and optimization [21]. Hence, individuals participating in systematic training centers have better training infrastructure and quality for athlete development [21–23]. Previous studies have explained that environmental factors also play a crucial role in achieving optimal sports performance for athletes[3]. Furthermore, the positive impact generated by environmental factors can also have a positive influence on the talent development of athletes [4]. Even research has elucidated that the training environment also affects the mental health of athletes[5].

Although this study provides valuable insights into the family and training facility aspects within different training environments, some limitations need to be considered. Previous studies were online-based surveys conducted using software (e.g., laptops, smartphones, etc.), while our research involved offline-based questionnaires conducted during training activities. Therefore, this study extends the application of offline training environment assessments. Additionally, overall validity and reliability tests showed good data fit, supporting the instrument's use in this population. However, some items in the training environment aspect displayed low factor loadings. These items inquire about the family and training facility aspects in the athlete's training environment. Further research is needed to confirm these findings.

5. Conclusions

In general, the research study's findings explain that the training environment, in terms of both the Family and Training Facilities aspects, significantly contributes to supporting the performance and training sessions of student athletes in India. This is demonstrated by the strong validity and reliability of the aspects and items that make up the training environment. All of these aspects and indicators effectively reflect and contribute to the development of training for student athletes. These results were obtained with the theoretical model of the training environment aligning with empirical data. This can be seen from the research data analysis, where 7 out of 14 fit indices indicate a strong model fit.

The study included a total of 169 participants, with a breakdown of 64 males (37.87%) and 105 females (62.13%). The data is further broken down based on age groups, with 87 individuals (51.5%) in the 12-15 years age group and 82 individuals (48.5%) in the 16-18 years age group.

As a result, this research provides insights into the training environment for student athletes in India, including the validity and reliability of constructs, the contribution of family and training facility aspects in describing or measuring the training environment variable, and strengthening the proposed model's validity. The selection of these aspects in the measurement model testing is based on their ability to reflect the challenges faced by student athletes in India. Therefore, through the data obtained, this research can test the alignment between the theoretical model of the training environment variable and the empirical data found in the training locations.

Conflict of Interest

Authors do not have any conflicts of interest to declare.

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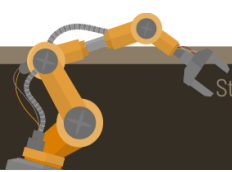
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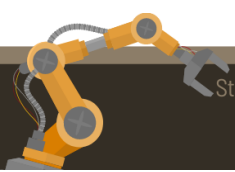
EXPLORING INTERNSHIP EVALUATION THROUGH STUDENT TEACHING ASSISTANTS' PERSPECTIVES: A DESCRIPTIVE STUDY

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Abstract

The objective of this research is to descriptively quantify the level of student responsiveness concerning six core variables considered to represent the perception of the effectiveness of the internship implementation. The study reveals measurements of antecedent variables such as institutional support, pre-placement effectiveness, and school support, while the process implementation variables encompass academic process performance, personality character formation process, and school management process performance. **The method** employed involves processing descriptive statistics to measure the percentage level, with the location being in the area of 11 cooperating schools with the State University of Malang. There were 220 internship participants, and using a sample size calculator with a 50% response distribution rate, a sample of 141 respondents from 8 participating faculties in the ministry of education MBKM program was obtained through purposive random sampling. **The results** indicate that on average 69% of students support the internship program, and institutional support stands at 55%, pre-placement effectiveness at 58%, and school support at 64%, as perceived by the students, signifying a satisfactory and very good level. Meanwhile, academic 69% performance (79%), character development (88%), and school management ability processes (80%) can also proceed well and very well. The research identifies weaknesses in indicators in certain areas, including the inefficient placement procedure (8%), the completeness of school facilities (8%), and uncertainty about future achievements in the teaching profession (10%). This research **suggests** the need for consideration, such as improving the communication pattern between schools and universities, particularly regarding initial information about intern participants, and enhancing motivation regarding the significance of the teaching profession as the forefront in human resource development for a nation.

Keywords: teaching assistance, internship, evaluation, educational students, descriptive study

1. Introduction

Internship programs for prospective teachers' candidate in Indonesia are known as the Teaching Assistance Program. This program has been designed by the Ministry of Education for the last three years as a national curriculum. The Teaching Assistance Program at Educational Units is a form of Student Learning Activities under the Study Program (MBKM) to accommodate the fulfillment of students' right to learn as part of their study load in higher education institutions.

State University of Malang (UM) as one of the educational institutions that produces teachers, facilitates students' right to learn by adopting a student-centered learning approach. Learning should provide challenges and opportunities for the development of students' creativity, capacity, personality, and needs. It should also foster independence in seeking and acquiring knowledge through real-life experiences and field dynamics, such as skill requirements, real issues, social interactions, collaboration, self-management, performance expectations, goals, and achievements.

Teaching assistance at educational units is a collaborative learning activity conducted by students under the guidance of teachers and supervising lecturers in formal educational units. This teaching activity at educational units lasts for one semester (5 months). The objectives of this program are as follows:

1) To provide opportunities for students interested in the field of education to participate in teaching and deepen their knowledge by assisting teachers in schools.

2) To help improve the quality and relevance of secondary education to higher education, following the development of science and technology.

This research is also motivated by controversies related to student internships in schools. These controversies often question the effectiveness or impact of the program, suggest alternative models, or highlight potential challenges or weaknesses. While most research tends to support the benefits of internships for students, some perspectives or studies differ. The expected effectiveness of internships, which should provide practical experience and the desired skill development, is not universally offered because of disparities in internship
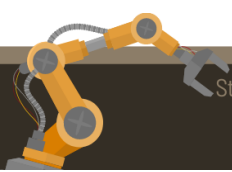
locations between public and private schools. This leads to unequal opportunities for students to gain experience, which raises issues of educational equity.

The routine operations of schools are often disrupted by the arrival of intern students. Whether this has a positive or negative effect, school operations, such as classroom teaching, should be affected as little as possible. Often, teachers and schools may feel burdened, but they carry out these activities under the MoU (Memorandum of Understanding) since it is usually a pre-arranged agreement. Schools usually apply this teaching process to the 10th and 11th grades.

To achieve the above description, this research aims to explore the following aspects: 1) The role of institutions and schools in supporting program, and the effectiveness of pre-placement in internship; 2) The experiences gained by students during the internship related effectiveness of academic absorption, formation of personality traits and school management skills [1].

The internship program provides students with a chance to apply theoretical knowledge in practical, real-world situations. Linda Darling-Hammond is a prominent education researcher who has written extensively on teacher education, including the role of internships and clinical experiences in preparing teachers [2, 3]. Susan Feiman-Nemser is known for her research on teacher education, teacher preparation, and the impact of clinical experiences like internships on the development of future educators [4]. Kenneth Zeichner who has explored various aspects of teacher education, including the significance of field experiences, internships, and clinical practice in teacher preparation programs [5]. During the internship program, students can engage in a variety of activities, including observing teachers' instruction, designing and delivering lesson materials, participating in extracurricular activities, interacting with students, and assisting in various school management tasks.

During and after the internship program, students are typically assessed based on their performance in the internship. The findings of Jamison et al. [6] underline the importance of the processes involved in establishing a mentoring relationship, strengthening that relationship through trust-building, and how these efforts may or may not lead to a meaningful and mutually beneficial learning experience for both the mentor and the intern. This has implications for higher education institutions preparing future school leaders, as well as programs and pathways for future educators. Ingersoll & Strong [7] and Wilson [8] have touched on the role of teacher internships and field experiences in teacher retention, focusing on the importance of mentoring and support during these periods.

School internship programs hold significant importance in the field of education for various reasons. Practical experiences during an internship for students of education can vary based on the specific program, institution, and goals of the internship [9, 10]. Some of activities that very urgent such as Teaching Practice, as the internship progresses, interns gradually take on more teaching responsibilities. This includes delivering lessons, leading discussions, and engaging with students. This fosters teamwork and a better understanding of the roles of different professionals in a school. Fletcher & Ní Chróinín [11] state that reflective practice is an essential component of internships. Interns regularly reflect on their teaching experiences, analyzing what worked, what didn't, and how to improve their teaching.

Professional development, as apart of Internships help teacher candidates develop essential teaching skills, such as lesson planning, classroom management, and instructional delivery. Darling-Hammond has written extensively on teacher education, professional development, and teacher quality [12] Guskey's research focuses on teacher professional development, assessment, and educational reform. He has authored numerous publications on these topics [13]. Suzanne M. Wilson research covers teacher learning, professional development, and the improvement of teaching and teacher education [14]. Hargreaves & Fullan work spans the areas of teacher professional development, educational change, and the important of teacher collaboration [15]. Grossman's et al. work delves into teacher preparation and professional development, with a focus on how teachers learn and develop expertise [16]. Professional development is an ongoing process that encourages teachers to engage in lifelong learning. The main findings of these authors highlight the multifaceted nature of challenges faced during teacher internships, with an emphasis on the importance of quality mentorship, reflective practice, integration of theory and practice, and preparing teacher candidates to address the diverse needs of students and classrooms.

Darling-Hammond's work emphasizes the challenges related to the quality of mentorship and. She has also highlighted the importance of ensuring that internships provide diverse experiences that prepare teachers for various classroom context [17]. He emphasizes the importance of helping interns develop self-awareness and the ability to critically analyze their teaching experiences during internships [18].

It is recognized that each school has diverse conditions and school systems. Some interns may struggle to adapt to the needs and culture of the school where they are placed, especially if the environment is significantly different from their own background. Veenman et al. [19] have examined the difficulties teacher candidates face in the classroom, such as classroom management, adapting to student diversity, and handling assessment and evaluation effectively.
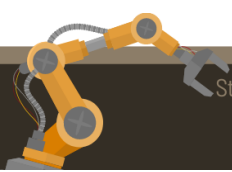
2. Method

This study uses a survey to examine education students from all 8 faculties at Universitas Negeri Malang (UM) who have previously taken part in the Teaching Assistance Program at 27 UM-affiliated schools. Using a sample views calculator, a sample of 141 respondents was selected from a population of 250 students who completed the school internship program within the last year, representing roughly 50% of the total. The sample was chosen using purposive random sampling. Data was collected through a structured questionnaire, and were measured based on feedback from a Google Form survey questionnaire. The questionnaire included queries about students' perceptions and a five-point Likert scale was used to gauge students' perception, whereas the judgment will be 5 = strongly agree, 4 = agree, 3 = somewhat agree, 2 = disagree, 1 = strongly disagree. This research utilized quantitative data as its foundation.

While creating this model, the researcher took special consideration of the conceptual framework employed in the research conducted by Karunaratne at al. [20] making adjustments to align it with UM Teaching Assistance guidelines.

ANTECEDENT	INTERNSHIP AT SCHOOLS
Institutional Support • DS1: Institutional assistance by maintaining a good relationship with students and providing pre-departure support. • DS2: Institutional assistance is always available when needed. • DS3: Institutional assistance promptly addresses issues that arise in the field. • DS4: Institutional assistance is always ready to help. • DS5: Institutional assistance consistently aids in course conversions **Effectiveness of Pre-Placement in Teaching Assistance (Internship)** • EA1: The guidelines provided by the institution are very comprehensive. • EA2: Efficient placement procedures are carried out to select schools. **Schools Support in Teaching Assistance (internship)** • DS1: Teaching assistance provided is related to coursework and school programs. • DS2: The Teaching Assistance internship program is well-structured. • DS3: Reasonable evaluation procedures are conducted by the school. • DS4: Teaching Assistance provides real work experience. • DS5: The school provides support and facilitates extracurricular activities. • DS6: School facilities and infrastructure support Teaching Assistance activities	**Effectiveness of Academic Absorption** • AS1: Applying theoretical knowledge in practical school settings. • AS2: Enhancing the ability to plan and conduct teaching in schools. • AS3: Students develop oral communication and presentation skills • AS4: Students have the opportunity and confidence to pursue a teaching profession and future career • AS5: Students adopt learning technologies in schools **Formation of Personality Traits** • PS1: Enhancing creativity during school. • PS2: Engaging in problem-solving activities. • PS3: Developing self-confidence. • PS4: Working independently. • PS5: Cultivating social interaction skills. • PS6: Effectively resolving conflicts. **School Management Skills** • MS1: Developing teamwork skills. • MS2: Adopting the school culture. • MS3: Prioritizing tasks effectively. • MS4: Developing school management skills. • MS5: Valuing social responsibility and ethics.

Figure 1. Conceptual Research Modeling

3. Result

3.1 Institutional Support

In theory, institutional support, such as universities or educational institutions, plays a crucial role in school internship programs for aspiring teachers. This element is vital in ensuring that the school internship experience for future teachers is effective, conducive to growth, and adequately prepares student teacher candidates for the challenges they'll face in the real world of education. Research findings indicate that among 141 respondents, 92% (130 responden) of students support the institution's role in facilitating Teaching Assistance (AM) activities, while only 11 (8%) do not perceive this support. Additionally, when assessing the institutions perceived as most supportive, the study program is at 30%, while the university and faculty each account for 26%. Figure 2. for further details.
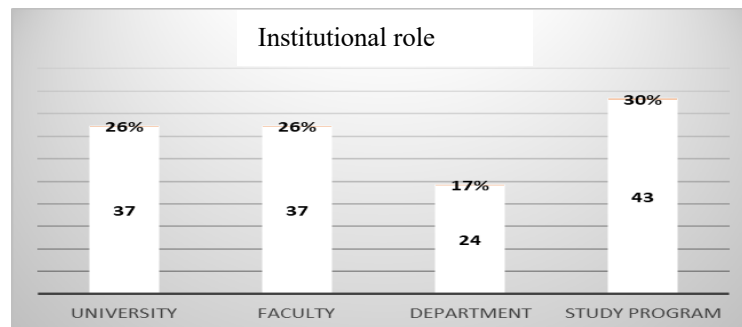
Figure 2. Institutional role

While the data indicates institutional support satisfaction levels, you can see the satisfaction rates in Table 1.2. The highest satisfaction rates are related to the provision of data and

information (satisfactory/45%) and the readiness of the institution to handle issues (satisfactory/43%). Very few are dissatisfied or very dissatisfied (average of 2.5%).

Table 1. Institutional support

Indicator	Score (N & %)				
Institutional Support Indicators	5	4	3	2	1
DL1: Provision of Data and Information	**10%**	**45%**	41%	3%	1%
DL2: Responsiveness in Problem Handling	9%	37%	49%	**4%**	**2%**
DL3: Preparedness for Problem Handling	9%	43%	42%	**4%**	**2%**
DL4: Ease of Course Conversion	23%	43%	29%	2%	2%
Average	**13%**	**42%**	**40%**	**3%**	**2%**
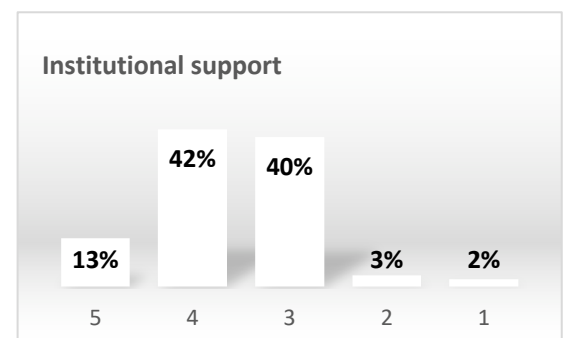
3.2 Pre-Placement Effectiveness

Institutions should prepare students who have planned to do internships at schools by offering comprehensive guidance and support. Provide students with an orientation program that explains the goals and

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expectations of the internship. This can include details about the duration, location, and objectives of the internship. Several indications of student responses can be presented, with 82% of students feeling effective in their school placements, while 48% (68) of student's express satisfaction with their placements.

Table 2. Pre-Placement Effectiveness

Indicator of Pre-Placement Effectiveness	SCORE (N & %)				
	5	**4**	**3**	**2**	**1**
• **Comprehensive and Complete Guidelines**	**11%**	**52%**	34%	1%	1%
• **Efficient placement procedures**	10%	48%	37%	3%	10%
Average	**10%**	**48%**	**37%**	**3%**	**3%**

Eficient of placement procedure

5	4	3	2	1
10%	48%	37%	3%	3%
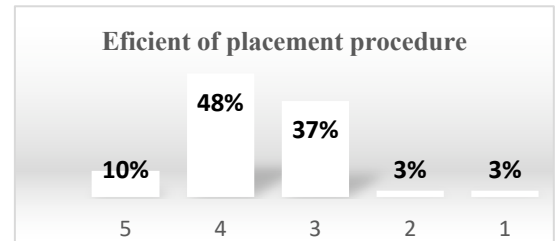
3.3 School Support

School support is essential during internships as it facilitates practical learning, mentorship, and the integration of theoretical knowledge with real-world teaching experiences. The data results show that 95% of students feel this support during their school activities. The highest perceived indicator is that the school has provided a real experience, with 80% of students strongly agreeing and agreeing. However, the availability of extracurricular facilities is perceived with dissatisfaction by 11.1% of the students' subject teachers and supervisors.

Table 3. School Support

School Support Indicators	Score (N & %)				
	5	**4**	**3**	**2**	**1**
DS1: Alignment of the program and courses	12%	58%	28%	0.70%	0.70%
DS2: Suitability of program structure	7%	46%	40%	4%	2.84%
DS3: Regularity of evaluation procedures	6%	58%	32%	3%	0.70%
DS4: Real and palpable school experience	**32%**	**48%**	19%	0	0.71%
DS5: Availability of extracurricular facilities	10%	48%	31%	9%	2.10%
DS6: Completeness of infrastructure and facilities	10%	49%	33%	**6%**	**2%**
Average	**13%**	**51%**	**30%**	**4%**	**1%**

School Support

5	4	3	2	1
13%	51%	30%	4%	1%
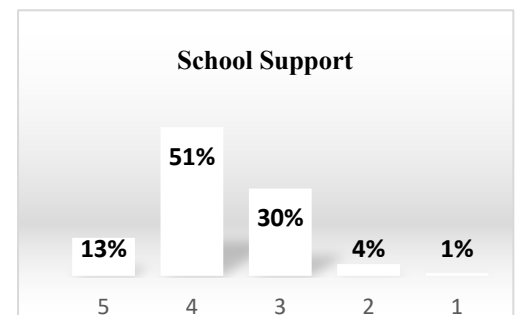
Internship Implementation

3.4 Academic Absorption Effectiveness

The effectiveness of school internships can be measured by various indicators and factors. The most crucial measure of effectiveness is whether students achieve the intended learning outcomes. Here are the research findings that have been gathered, where 95% of students perceive the effectiveness of the internship they have experienced. Furthermore, when considering the academic aspect, 95% express satisfaction, and on the personal skill improvement side, 95% also feel satisfied. The development of oral and presentation skills stands out as the highest indicator, with 91% in terms of satisfaction levels

Table 4. Academic absorption Effectiveness

Indicator of Academic absorption Effectiveness	Score				
	5	4	3	2	1
• Theoretical and Practical Implementation	26%	55%	17%	1%	1%
• Teaching and Learning Skills	23%	56%	19%	1%	1%
• Development of Oral and Presentation Skills	34%	57%	8%	0%	1%
• Confidence in Career Achievement and Teaching Profession	16%	45%	30%	6%	4%
• Adoption of Learning Technology	25%	59%	16%	0%	1%
Average	25%	54%	18%	2%	2%

Academic absorption
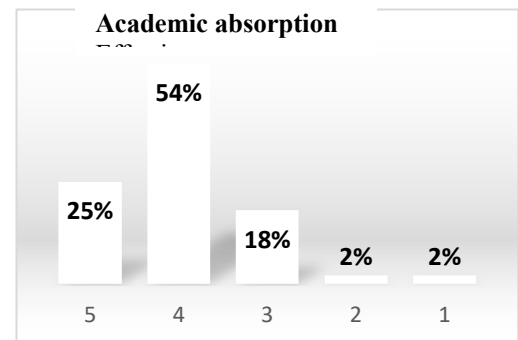
3.5 Formation of Personality Traits

The transformation of character formation, on average, achieves a satisfaction level of 25% very satisfied (increased) and 54% very satisfied (significantly increased) for a total of 79%. The strongest indicator is 83% in problem-solving abilities and 88% in the effectiveness of conflict resolution abilities.

Table 5. Formation of Personality Traits

Indicators for Formation of Personality Traits	Score (N and %)				
	5	**4**	**3**	**2**	**1**
Increased creativity	22%	63%	13%	1%	1%
Problem-solving skills	18%	65%	16%	1%	1%
Development of self-confidence	26%	57%	14%	1%	1%
Independent work	28%	57%	13%	1%	1%
Development of social interaction	31%	55%	12%	1%	1%
Effectiveness in conflict resolution	26%	62%	12%	0%	1%
Average	**25%**	**54%**	**18%**	**2%**	**2%**
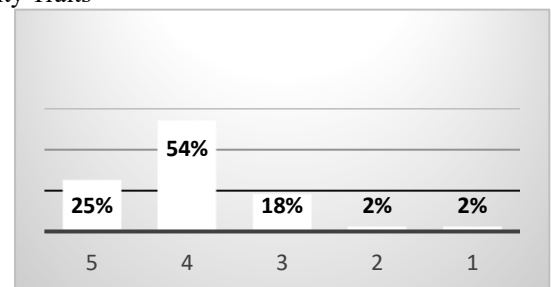
3.6 School Management Skills

99% of the surveyed students expressed the benefits and their ability to enhance school management. 78.40% express satisfaction and very satisfaction in receiving the transformation of school management skills, with 84% stating they can develop teamwork, and 78% can manage school management skills effectively.

Table 6. School Management Skills

Indicator of School Management Skills	Skor				
	5	**4**	**3**	**2**	**1**
• **Development of teamwork skills**	29%	55%	13%	2%	1%
• **Ability to adopt school culture**	17%	58%	23%	1%	1%
• **Ability to prioritize tasks effectively**	20%	57%	20%	1%	1%
• **School management skill proficiency**	21%	57%	21%	1%	1%
• **Appreciation of social responsibility and ethics**	31%	52%	15%	1%	1%
Average	**23%**	**56%**	**18%**	**1%**	**1%**

Schools Management skils

23,60% (5), 55,80% (4), 18,40% (3), 1,20% (2), 1,00% (1)
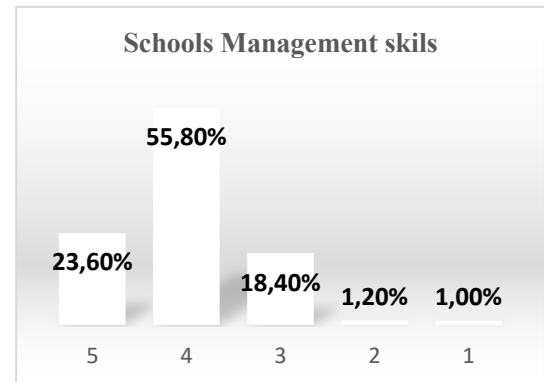
4. Discussion

4.1 Institutional Support

The presence of the institution is crucial during orientation and preparation. Comprehensive preparation for prospective teacher candidates before they commence the internship program includes guidance on what is expected during the internship, procedures, and how to utilize and absorb the experience.

Coordinating with schools plays a significant role in the efforts to collaborate with partner schools for placing prospective teacher candidates. Both parties can ensure that the internship placement aligns with the learning objectives and that these schools provide conducive learning conditions.

Research demonstrates the institution's essential role as a motivator for enhancing competence [21] facilitating employment opportunities [22] and preparing a professional workforce [23] The institution ensures that the internship program is well-integrated into the curriculum and the education of prospective teacher candidates. This helps ensure that the internship experience provides maximum benefits in preparing them to become teachers.

The institution also plays a role in ensuring that the internship experience contributes to the long-term development of prospective teacher candidates. They can assist them in career planning and understanding how the internship experience contributes to their professional growth [24]. Research by Vo et al. [25] shows that problem-solving skills are prepared from the beginning by equipping students to learn essential skills such as listening, remaining calm, presenting incidents, empathy, identifying, and handling problems.

Early preparation as problem solvers is expected to enhance their maturity in dealing with issues. Responses and problem-solving abilities are evident from the results of this research, where it is clear that they must be mentally prepared from the start and have the courage to address problems when they eventually face the real world. This is also supported by Kavishe's research [26] highlighting the institution's need to equip internship experiences for students in supporting the learning of critical soft skills, specifically communication, teamwork, and problem-solving.

In some cases, there is a lack of coordination between educational institutions (universities, colleges) and the schools where internships take place. This can result in a disconnect between academic learning and practical experience. The study by Parveen & Mirza [27] shows that although some departments run internship programs well and effectively, their best practices are not shared with other departments due to a lack of communication and coordination gap. Schools play a crucial role given their position as direct field supervisors for students. In some schools, the issue with the relationship with the university lies in administrative problems such as delayed correspondence, late grades, and unclear reporting procedures

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4.2 Pre-Placement Effectiveness

Creating well-defined goals and criteria marks the beginning of the internship program. The university initiated this process by outlining the objectives of the internship program. They have provided a comprehensive guidebook that clarifies the program's purpose, outlining the specific skills, experiences, and desired learning outcomes. The criteria for evaluating potential placements are established based on these objectives.

The primary challenge in the internship placement process, despite students not perceiving significant issues, revolves around maintaining consistent quality across all placements. This challenge is intensified by the absence of effective monitoring and quality assurance mechanisms. It arises from the disparities in quality among various schools, particularly the contrast between public and private institutions. Consequently, this issue can lead to administrative delays, including paperwork, approvals, and documentation, ultimately disrupting the pre-placement phase and affecting the commencement of internships

4.3 Schools Support

Schools should provide robust support to internship students to ensure they have a successful and enriching experience. By offering comprehensive support in these areas, schools help internship students make the most of their experience and ensure they are well-prepared for their future careers in education. Schools should have a well-defined program in place that outlines the goals and expectations of the internship. This program should cover the duration of the internship, the roles and responsibilities of the students, and the assessment criteria. Structured Internship Programs supported by 53% students, who feel satisfied. Schools may lack the necessary resources, such as teaching materials, technology, and classroom facilities, to adequately support student interns. 8% of the students feel that reality, whereas schools have limitation of infrastructure. Schools may lack the necessary resources, such as teaching materials, technology, and classroom facilities, to adequately support student interns.

4.4 Academic absorbent

Academic achievement, in the context of students' internship at schools, refers to the extent to which a student has successfully applied their academic knowledge, skills, and competencies in a practical, real-world setting. It is a measure of how well a student has performed in their internship, taking into consideration the knowledge and abilities they have gained through their formal education. Academic achievement also involves the ability of a student to apply the theories, concepts, and skills they have learned in the classroom to real-world situations within a school or educational setting.

Successful academic achievement in an internship often involves the ability to think critically, solve problems, and adapt to new situations within the school environment. All of these knowledge and skills have been experienced by students with good to very good adoption ability, with a total of 84%. Academic achievement is not just about achieving high grades in coursework. It also encompasses the student's capacity to learn and grow during the internship experience, gaining new insights and skills that enhance their educational journey, where the satisfaction rate is 79%. Academic achievement in an internship is about bridging the gap between theoretical knowledge gained in the classroom and its practical application in a school setting, which includes the ability to apply theory and practice, reaching 81%. The relatively high level of satisfaction demonstrates that the internship has provided valuable benefits for students.

Ultimately, the meaning of academic achievement in a school internship can vary depending on the specific goals, expectations, and assessments set by the educational institution, the internship program, and the student's own learning objectives. It's an essential aspect of experiential learning, where students have the opportunity to see how their academic knowledge translates into the real world.

Dalimunthe et al.'s research [27] shows the important role of teachers in academic achievement during internships. Meanwhile, Neuber & Göbel's research [28] reveals that long-term internships during the Covid-19 era have enhanced students' learning abilities. On the other hand, Adomako et al.'s research [30] suggests that internship educational programs and teachers' motivation influence the development of soft skills.

Formation of Personality Traits

Personality traits are enduring patterns of thinking, feeling, and behaving that are relatively consistent across different situations and over time. These traits describe an individual's characteristic ways of approaching the world and interacting with others. Personality traits help us understand and categorize the unique differences and similarities in people's personalities. Goldberg [31] conducted extensive research on the Big Five personality traits and played a key role in popularizing this model in contemporary personality psychology. Meanwhile, Karen Horney [32] made significant contributions to the study of neurosis and the development of human personality. Her work focused on the impact of culture and society on personality development. In term of research at schools,

Grehan et al. [33] state the internship ratings used in this study did not provide a means of evaluating the relationship among personality traits with specific roles and functions. Meanwhile Moghaddam [34] state that fulfill the prospective employer's requirements, business schools have been using internships as a means of providing their students with practical skills/experiences.

This study notes the high significance of personality as a factor shaping effectiveness in handling conflicts at school and the improvement of problem-solving as the path that shapes the personality of interns. Internships are not just about the development of technical skills but also the overall development of students' personalities. Schools provide guidance on ethics, values, and behaviors that support positive development. Measure the acquisition of specific skills and competencies. This could involve tracking the development of technical, soft, and transferable skills relevant to the internship. Evaluate the extent to which students gain a better understanding of their chosen field, develop professionalism, and learn to work effectively in a professional environment.

To measure effectiveness comprehensively, it's essential to use a combination of quantitative and qualitative data, including assessments, surveys, interviews, and tracking outcomes over time. Ultimately, the effectiveness of school internships should align with the overall educational goals of the institution and the career readiness of students.

Schools Management skills

Students who understand school management can better comprehend the educational context and the school environment where they are interning. This includes understanding the organizational structure, the roles and responsibilities of staff and teachers, as well as school policies. The development of school management skills can be comprehended by teaching them how to plan, organize, coordinate, and oversee various aspects of school operations, including administration, human resources, finances, and learning. Internships in schools often involve cooperation with various stakeholders, including teachers, administrative staff, parents, and students. Mastery of school management can help students communicate and collaborate with various school stakeholders. Understanding school management can also develop students' leadership skills. They can understand the role of leadership in creating an effective and inclusive school environment.

The research by Jogan [35] reveals the development of integrated skills in teaching, with the guidance and support of the school. Meanwhile, Adams et al. [36] demonstrates the roles that mentor teachers play in enhancing the learning of students participating in internships. Research by Deschaine & Jankens [37] reveals that the internship experience is just one part of a larger and central role in preparing future school administrators, and through internships, it is a central element for future principal candidates, making effective leadership factors important. Students support 79% of management skills as very important indicators, where 83% see social responsibility and ethics as a very important part. This opinion is supported by Van Stekelenburg et al. [38] state that the manner in which students employed their moral principles was significantly shaped by their surroundings. While the values held by students played a crucial role in their encounters with ethical dilemmas, they didn't consistently translate those values into action. Instead, what emerged as influential factors were students' perceptions of their ability to exert influence and control, their personal interests, and the dynamics of power relationships. The environmental factors in this study encompass how culture, the tendency to prioritize actions, and teamwork often influence the attitudes they hold. The development of personality essentially becomes an integral part of shaping the character of future teachers.

5. Conclusion and Suggestion

Based on this research, the average satisfaction level and high satisfaction with their involvement in teaching assistance is 69%, a relatively 'moderate' figure when seen on a maximum scale of 100%. Scores below 60% are associated with a lack of institutional support, which is 55%, and pre-placement procedures at 58%. Weaknesses include low satisfaction levels with critical feedback from internship participants on the indicator of efficient placement procedures, which are unsatisfactory at 8%, the suitability of the program structure that needs improvement at 7%, and the availability of extracurricular facilities that are perceived as lacking at 8%. Additionally, 10% of participants do not have confidence in their future career achievement and the teaching profession.

Positive aspects of the teaching assistance (internship) results above average are seen in the indicator of school management skill proficiency at 79%, development of teamwork skills at 84%, development of social interaction at 86%, effectiveness in conflict resolution at 86%, and the highest is the development of oral and presentation skills at 91%.

With a program achievement of 69%, there is still room for improvement. The following suggestions are provided: 1) Enhance the quality of administrative partnership procedures between universities and internship placements; 2) Improve the communication structure between mentor teachers and supervisor lecturers; 3) Provide
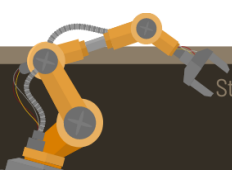
motivation and instill confidence in interns, given their lack of confidence in the teaching profession. 4) Enhance the standardization of extracurricular activities and infrastructure, which may differ between public and private schools.

In the implementation that has negative aspects, students, in general, have realized the positive aspects from the available data, providing hope that they have learned a lot about the importance of social and personal interaction. They have effectively learned conflict management skills, and their ability and confidence in communication have improved.

Internships in schools offer valuable opportunities for students, schools, and universities. Internships in schools benefit students by offering practical experience and skill development. Internship experiences look impressive on a resume, making students more competitive in the job market. Schools benefit from improved curriculum and relationships with university. Schools contribute to producing a skilled and job-ready workforce, which benefits the community and the economy.

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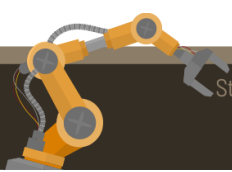
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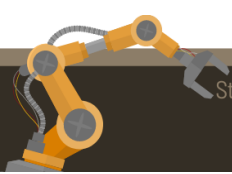
EXPLORATION OF PRIMARY SCHOOL TEACHER LEADERSHIP FOR STUDENT WELL-BEING IN KLATEN

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Abstract

The purpose of this study was to explore the primary school teacher leadership that has been implemented in Klaten District. In addition, it describes teacher leadership for student well-being in elementary schools. This study is quantitative research to describe primary school teacher leadership. The research was conducted in Klaten District, Central Java, Indonesia. The research population was elementary school teachers in Klaten Regency. The research sample used the snowball sampling technique. Data collection techniques were through the distribution of questionnaires (online survey) to 200 teachers. The results of the study show that Teacher leadership in Klaten Regency has various obstacles, the main one being human resources, namely teachers. Teacher leadership in Klaten Regency is still relatively low with indicators that teachers do not understand the scope of teacher leadership, functions, and objectives, how to improve teacher leadership, and teacher leadership models. Some teachers understand the meaning of transformational leadership but have been unable to implement the model due to various limitations, namely time and ability. This research serves as a basis for determining policies related to teacher leadership.

Keywords: teacher leadership, student well-being, elementary school teachers

1. Introduction

The various challenges in this condition have resulted in more and more countries in the world taking preventive and collaborative actions. One of the actions taken is education thatfacilitates access to student learning activities [1], [2]. Thus,the education system has various changes and goals that make it easier for students in the learning process.

The era of digitalization is a bridge solution to this condition. The industrial era 4.0 has started on a large scale, digitalization has its own space that spreads with a very swift flow. In the scope of education delivery, there is a transformation from face-to-face learning to online distance learning, resulting in *blended learning* activities [3], [4]. Learningtoday is not only face-to-face, but online learning activities are an alternative learning activity. In the digitization process in era 4, learning activities focus on student skills in the 21st century. Learning is focused on developing students' thinking skills, and students' comfort level in learning and can be done with effective distance learning [5]–[7].

Another major problem is that more than 60% of teachers are not proficient in using learningtechnology and critical thinking skills to teach [8]. The next problem is incomplete learning facilities and infrastructure, effective learning requires the right facilities and infrastructure [9].Another problem is that learning activities are experiencing the biggest disruption in history. The losses that students get from various aspects are very large, especially in the foundation of education for students. Today, there is one big problem that students experience because of the implementation of online learning due to the impact of post-covid 19.

The phenomenon of *learning loss is* caused by learning activities that are not fully obtained by students. This result is also mentioned in research Mseleku [10] and Reuge [11] which explains that the impact of *learning loss* is that students lose the foundation of complex learning activities and lose the opportunity to hone themselves if learning activities are not fully obtained by students for a long period of time. In elementary school students, looking at the characteristics of their growth and development, students need a bunch of fun learning activities. Students need many learning foundations to advance to higher levels of ability and skills. However,many of these affected students have mental disorders. For more than two years they did not have free movement space. In line with that, research results [12] show that students experience distraction, anxiety, boredom, and frustration when participating in online learning.

Environmental conditions have a great influence on the development of the emotional component of *student well-being. An* environment that supports students' well-being can help them develop emotional maturity [13].

Students will learn to recognize and manage theiremotions better. This can reduce stress and anxiety levels that can interfere with learning. Thisideal condition is a big challenge for teachers and schools to overcome various problems inlearning challenges in the disruptive era.

Students' well-being is directly related to their motivation to learn. Student learning outcomes decline due to a lack of motivation to learn [9], [14]. Students who feel less valued and less supported are more motivated to attend school, follow lessons, and pursue academicachievement. Intrinsic motivation to learn is also enhanced when students feel that their efforts are valued and have a meaningful purpose. A supportive environment for student well-being encourages active participation in various school and extracurricular activities.

The decline in learning motivation can have an impact on the decline in learning outcomes [15]. Based on this explanation, learning is not able to provide the concept of well-being for students (*student well-being*). Whereas the role of schools and teachers is to create *student well-being* [16]. Student well-being can be created by conditioning the school environment, learning environment, classroom environment, and teacher support so that students have good emotions, and positive interactions, and get comfort in the school environment to develop themselves.

One of the challenges is how to create effective learning, so that interactions betweenteachers and students, as well as between fellow students are still built. Therefore, one of the disadvantages of online learning is that students' learning motivation is not built due to limited communication, and lack of interaction, and students tend to be more passive [17]. In addition, external factors are also a problem in online learning, such as weather conditions, internet network availability, and data package requirements are parts that affect the online learning process [18]. When communicating, the interaction between learning communities is not built, and students tend to be passive, therefore what appears is a decrease in learning motivation.

Various conditions regarding handling *student well being* lead to the need for teacher leadership and learning touches that prioritize *student well-being.* Teacher leadership can only develop under certain conditions, including if the principal's support and facilitation are adequate [19]. The shift in education orientation that the needs of the 4.0 era have an impact on the need for teacher leadership. Teacher competencedoes not only exist in pedagogical competence, personal competence, social competence, and professional competence, but there are teacher leadership competencies that are currently needed [20]. This leadership competency is an art of an individual to be able to influence others in various perspectives. A teacher needs the art of leadership to influence students toachieve learning goals.

Leadership is the process of influencing others to understand and agree on the needs thatmust be met and how to do it and the process of facilitating individuals and groups in achieving common goals [21]. The urgency of leadership for a teacher is to provide optimal learning facilities to students. The world of learning that has moved into the 4.0 erarequires a teacher leadership figure who is close and attached to positive dynamization.

Teachers as leaders have a broad overview to be able to run the learning line flexibly and effectively. Teacher leadership plays an important role in influencing others to achieve goalseffectively and efficiently [22], [23]. Teacher leadership includes teachers in providing an effective learning process, influencing students to participate in an interesting learningprocess, influencing parents to play a role in advancing education, and influencing other parties to contribute to learning activities. Thus, the implementation of leadership for teachers can affect the achievement of educational goals effectively and efficiently.

In another perspective, the leadership role of teachers is needed in the current ability of the way teachers relate to the community. Teachers play their role as educational leaders embracing leadership roles and responsibilities across school activities in addition to their assigned classroom teaching duties [24], [25] . It is clear how the need for teacherleadership is dominant to the current needs. Teacher leadership is a strong driver of whole-school development projects, which some researchers consider a solution to outdated forms of professional development [26], [27].

The importance of teacher leadership in this research study lies in the role of the teacher asthe main factor in learning activities to face the challenge of *student well-being. The* role of teacherleadership is on the index of daily interaction with students. This point is a fundamental point that cannot be replaced because most of the time students spend with teachers at school. Teachers havethe unique opportunity to interact directly with students every day. The quality of these interactionscan influence how students feel in the school environment. Teachers who are friendly, caring, and listening will help create a positive and inclusive environment.

Teacher leadership brings direction and flow to choosing teaching methods that suit students' learning styles. Diverse and innovative approaches can help students feel more engaged in learning, thus influencing their well-being. Teachers can be a source of emotional and social support for students. Paying attentionto personal issues, listening to complaints, and providing positive encouragement can help studentsfeel accepted and supported.

Teacher leadership roles and functions have relevance to the development of *student well being.* This ideal condition, however, is not in line with the facts that exist at field related to teacher leadership and *student well being.*

2. Method

This research is a quantitative study to describe the leadership of teacher. The research was conducted in Klaten District, Central Java, Indonesia. The research population was elementary school teachers in Klaten Regency. The research sample used the snowball sampling technique. The technique of taking data sources which at first were few then became larger, this is because the few data sources have not been able to provide satisfactory data, then looking for other informants who are used as data sources.

The data collection technique used by researchers in this preliminary study was through distributing questionnaires *(online survey)* to 200 teachers. The survey was conducted during the research to The study observe various phenomena during the implementation of teacher leadership, from the orientation study stage of the research environment, and implementation to the evaluation of results. Surveys were conducted to obtain data on school conditions, teachers, and teacher leadershipcompetency development activities. Observation sheets with *rating scales were* used in the initial observation activities to find the problems and needs of teachers.

The online questionnaire was used to gather information on the effectiveness of the developed model. This questionnaire uses the concept of a 5-choice Likert Scale. This concept is used for all research variables. The options include Very Good (SB:5) Good (B:4), Less Good (KB:3), Not Good (TB:2), and Very Not Good (STB:1).

Table 1: Elementary School Teacher Leadership Survey Instrument

No.	Sub Variables	Aspects	Total	No. Item
1	Teacher Needsin Schools	Implementation of learning activity forstudent well being	3	1, 2, 3
		Knowledge about scope of teacher leadership competence	3	4, 5, 6
		Learning needs for student wellbeing	3	7, 8, 9
		Teacher leadership in primary schools	2	10,11
		Application Teacher Leadership Competency Model for *student well being*	2	12, 13
2	Implementation Student Well Being	Implementation learning that meet *student well being* standards	3	14, 15, 16
		Implementation of the teacher leadership model that has been implemented	4	17,18,19,20
		Student well being	4	21,22,23,24
		The role of government on teachers in the teacher leadershipmodel for student well being	4	25,26,27,28

The data analysis technique is done by reading the survey data according to the categories presented. In this study, data is presented according to the aspects achieved, namely 8 aspects. The data is reviewed and described with previous research studies. Thus obtained data on the results of teacher leadership for *student well being.*

3. Result

Questionnaires were distributed to 200 grade I, II, III, IV, and V teachers in Klaten District. The questionnaire consists of 28 questions containing teacher leadership and *student well being.*The questionnaire results show that:

Table 2. Teacher Questionnaire Results

No.	Statement	Percentage (%)
1	Teachers do not know the scope of the teacher leadership model	78,4%
2	Teachers have not implemented the teacher leadership model due to their limited competencies	89%
3	Teachers understand the meaning of *student well being.*	62,9%
4	Teachers have not maximized in achieving *student well-being* standards	85,7 %.
5	Teachers stated that they want to commit todeveloping a teacher leadership model.	88%
6	Teachers do not understand how to develop a teacher leadership model.	72,2%
7	The teacher leadership model is very influential on *student well being.*	93,6%
8	teachers want to understand the benefits and purpose ofteacher leadership.	81,7%
9	Government's role for teacher leadership	70,2%

The results of this questionnaire show strong support for the development and implementation of innovative teacher leadership models in educational settings. This can serve as a foundation for designing appropriate professional development programs, promoting a culture of innovation, and providing the necessary support for teachers to develop their leadership innovatively in their teaching practices.

Based on the questionnaire, it was found that 97% of primary school teachers' leadership in Klaten Regency is still relatively low, which is known from the results of the questionnaire which showed that 72.2% of teachers stated that they did not fully understand and apply the concept of teacher leadership. This problem occurs because the role of school principals in improving teacher leadership competencies is not optimal. Teacher leadership is still a taboo for teachers. They assume that the leadership diction is only owned by the principal. An interesting result is that 81.7% of teachers want to understand the benefits and objectives of teacher leadership. However, there are limited facilities to improve teacher leadership in Klaten District. Teachers showed a positive attitude towards teacher leadership with 88% of teachers stating that they want to commit to developing a teacher leadership.

In the student well being component, 62.9% of teachers understand the meaning of student well being. Teachers understand the importance of student well being in the elementary school environment. Teachers openly provide results that 85.7% of teachers have not maximized in achieving student well being standards. The standard of student well being is the achievement of students' happiness when learning, students feel happy, comfortable, get emotional support, thus making student achievement increase. With an overview of the relevance of teacher leadership and student well being, 93.6% of teachers stated that the teacher leadership model is very influential on student well being. Teachers have high hopes that improvements and a touch of dynamics in teacher leadership can help student well being get better.

4. Discussion

In line with the questionnaire results above, it states that innovative teacher leadership can expand the teaching methods used, providing variety and diversity in learning approaches. Innovative teacher leadership models can help in facing the challenges and changes that occur in the world of education. Innovative teacher leadership models can inspire and motivate other teachers to improve their teaching practices. Innovative teacher leadership models can create an inclusive and supportive learning environment for all students.

Innovative teacher leadership models can increase students' engagement in the learning process and improve their learning outcomes. Based on the results of this questionnaire, it appears that most respondents recognize the importance of innovative teacher leadership models in improving the quality of education and student's welfare. Respondents saw that innovative teacher leadership models can provide motivation, collaboration, variety in teaching methods, overcoming challenges, and creating an inclusive learning environment. They also believe that innovative teacher leadership models can improve student engagement and learning outcomes.

The results of the preliminary analysis led to the finding that there is a relevance of teacher leadership to student well being. The impact that occurs based on data in the field is that there are various obstacles in achieving the objectives of activities in schools. Teacher leadership is one of the causes of managerial failure in schools [28]. Teachers who do not have good leadership can hinder the achievement of the school system. Teacher leadership has a great contribution. Teacher leadership is very influential in achieving individual and group goals [29], [30]. Competence Teacher leadership is a competency that cannot be separated in the provision of education [7].

Based on the review of previous research, it becomes a clear picture that teacher leadership has a significant impact on student well-being. Current teacher leadership has not accommodated the needs of teachers, especially the needs of student well-being. In this 4.0 era, teacher leadership has a very basic urgency. To carry out their duties and responsibilities, teachers expand their insights into teacher leadership. Building teacher leadership capacity is needed for school management development [31]. In addition, mastery of the utilization of teachers' emotional abilities needs to be developed as a bridge to the needs of student well being.

The need for teacher leadership is not only limited to fulfilling student well being, but the times require teachers to be experts in technology as a learning medium. Teacher leadership requires mastery of ICT to facilitate the implementation of school management [32]. Rapid changes in technology, culture, and the demands of 21st century skills make the pace of learning need to adapt. Teachers are not only educators, but also facilitators of students' holistic development. In this case, teacher leadership models need to encompass these aspects. Previous studies may have identified factors that contribute to student well-being [33]. However, the development of teacher leadership models specifically targeted at improving student well-being may be minimal. Therefore, this study can make a significant contribution to the educational literature so this research position tries to fill the gap of previous research.

The combination of teacher leadership and student well being is a combination that suits current needs. These two variables are needed by teachers and students in overcoming all the problems of learning activities today. This disruptive era 4.0 presents new challenges that are steeper and more diverse, so teachers must get a variety of solutions. Thus, the role of elementary school teachers as learning facilitators can run well.

The implementation of teacher leadership that has been running until now is still not optimal. Teachers have not implemented teacher leadership in a structured manner. Teacher training, workshops or mentoring that focuses on discussing and developing teacher leadership has not been implemented in Klaten District. Research in the scope of elementary school teacher leadership is still minimal, while in terms of needs, teacher leadership is urgent for teachers in the 21st century. In line with that, [34] [35] explained that research on teacher leadership is still rare.

Discussing the context of primary school teachers in Klaten Regency, they have unique characteristics from a social, economic, and cultural perspective. Klaten District also has its own dynamics that affect student well-being, such as economic factors, family environment and social norms. In developing a teacher leadership model, it is important to consider this local context. Approaches that work elsewhere may need to be adapted to suit the needs and realities of Klaten District. This is a point to ensure that the model is more relevant and effective in improving student well-being.

Students' need for comfort while learning is an important point that must be provided for students. To meet students' need to feel comfortable while learning, Shakay emphasizes that the learning process must prioritize equal rights for students and ensure that students have the right to learn freely and according to their wishes. The sense of comfort and security that students need is very helpful for their mental development. When students' mental needs are met, students feel comfortable and learn more easily. Behavioristic learning theory says that the surrounding environment can influence a person's behavior. This statement is in line with this theory. As a result, the role of the environment can help students feel comfortable while learning.

The literature shows that teacher leadership models have a very important role in improving student well-being. Effective teacher leadership plays an important role in creating a safe, inclusive, and supportive learning environment for students. Leadership models that focus on student empowerment, communication effective, and emotional support can have a positive impact on students' overall well-being [36].

Teachers as leaders in the classroom have the power to influence students' well-being. Transformative and adaptive teacher leadership can help create a positive learning climate, motivate students, and support their social and emotional development [37]. Distributive leadership models that involve collaboration and empowerment of students in decision-making can help improve student well-being. Teachers who provide space for students to actively participate in classroom settings and value their voices can help students feel heard and empowered [38].

Effective teacher leadership has a positive impact on students' academic well-being. Teachers who provide appropriate support, provide constructive feedback, and organize relevant tasks can help students feel competent, confident and achieve better learning outcomes. Teacher leadership that is caring and responsive to students' well-being can help in addressing students' emotional and social problems. Teachers who build good relationships with students, provide emotional support, and engage students in interesting classroom activities can promote students' overall well-being.
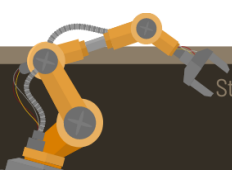
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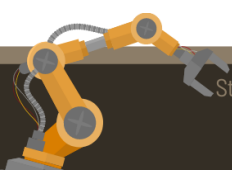
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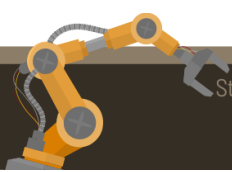
Planning and implementation of Project-based Evaluation of General Course Learning Outcomes (MKU) at Tidar University

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Abstract

Assessment of learning outcomes in general courses that have been carried out in learning has been carried out in the implementation of learning. One of the views is contained in the semester learning plan (RPS). General course learning outcomes vary, so researchers want to know the preparation and assessment of general course learning outcomes. The aim of this research is to find out the learning plan for general subjects (MKU) at Tidar University based on e-learning. This type of research is descriptive research using a qualitative approach. The subjects in this research were lecturers at MKU Tidar University. The object of this research is an e-learning based evaluation plan for MKU Tidar University learning outcomes. This research was conducted at Tidar University from March to September 2023. Data collection techniques in this research used interviews, observation and documentation. The research results show that lecturers have implemented learning outcomes by providing questions or confirmation, creating instruments, providing feedback and providing feedback to students with high performance. There are still lecturers who evaluate learning outcomes, do not prepare assessment rubrics, give assignments, and provide feedback with low performance.

Keywords: Planning Evaluation, Assessment, Learning Outcomes, General Courses

1. Introduction

The implementation of the Tidar University MKU lectures based on Law no. 20 of 2003 and based on Tidar University's academic guidelines. Based on article 37 paragraph (2) of Law no. 20 of 2003 [1] states that the higher education curriculum requires three compulsory subjects, namely (1) Religious Education, (2) Citizenship Education, and (3) Indonesian Language. In the academic regulations at Tidar University, general courses are divided into national compulsory courses and University courses. In accordance with the Regulation of the Chancellor of the University of Tidar No. 15/UN57/HK.01/2019 Regarding Tidar University Academic Guidelines [2] compulsory general courses are divided into 2 classifications, namely national compulsory subjects covering Indonesian Language, Pancasila Education, Religious Education, and Citizenship Education, while University compulsory subjects include English and Entrepreneurship.

The implementation of MKU learning consists of three aspects, namely aspects of planning, implementation, and assessment. In this article, we will discuss aspects of the assessment of learning outcomes. Learning assessment in the form of conformity between learning objectives and assessment can be known by comparing the learning objectives with assessment, learning objectives with learning, and learning with assessment [3]. Learning with assessment as an inseparable and mutually sustainable unit.

Learning assessment is used to see the success of learning. According to Wallace and Larson [9] that assessment in education as a means to collect information about the suitability of learning strategies with students' circumstances to structure learning. Assessment can provide a description of learning outcomes, in line with the opinion of Bourke & Mentis [10] there are 2 objectives of student assessment which can be used to describe, analyze and measure learning outcomes. The educational view of assessment is a measure of success.

Assessment can be used to see the progress of students following the lecture process. According to Subali [11] that assessment is defined as a procedure used to obtain information to determine the level of knowledge, skills, or attitudes of students before, process, and after students finish carrying out the learning process.

The scope of the assessment of learning outcomes includes 3 aspects. In the assessment related to the applied learning outcomes, there are 3 assessment domains, namely the cognitive domain, affective domain, and psychomotor domain [12]. Cognitive aspects related to knowledge, effective aspects related to attitudes, and psychomotor skills related to students. In the implementation of the learning assessment based on the principles.

The principles of assessment based on Majid [12] are validity, reliability, comprehensiveness, sustainability, objective, and education. This assessment principle is contained in the learning carried out by lecturers to students.

Widoyoko [13] explains that the assessment techniques that can be used by lecturers in measuring student learning outcomes are tests, observations, self-assessments, student-to-student assessments, performance assessments, portfolio assessments, project assessments, product assessments, and journal assessments. Assessment Techniques can be used several assessment techniques. Assessment techniques have different characteristics, so the selection of assessment techniques adjusts to the information and knowledge you want to explore.

According to Subali [11] there are several principles of evaluation of learning programs, namely the overall principle, the principle of continuity, the principle of objectivity, the principle of goal orientation, the principle of openness, the principle of meaningfulness, the principle of conformity, the principle of determination and clarification, and the principle of educating. The principles in the learning program are used to determine the success of students in participating in the learning program. Evaluators participate in the program and share their advantages/advantages or satisfaction/dissatisfaction with program content or teaching skills [14]. [15] the principle of evaluation is that the evaluation must still be within the work grid of the goals that have been determined, the evaluation should be carried out comprehensively, the evaluation is carried out in a cooperative process between lecturers and students, the evaluation is carried out in a continuous process, and the evaluation must care about the consideration of values. applicable.

Assessment is related to learning outcomes and the effectiveness of the learning carried out. According to Payne [4] that the orientation of learning assessment is to determine the effectiveness of learning materials and curriculum, not only to know the difficulties of students. Assessment can be a reference material in determining the success of the learning that has been done.
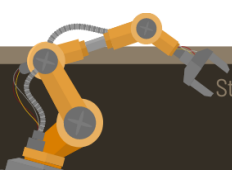
Assessment of learning outcomes begins with taking measurements first. Measurements are made with measuring instruments that can measure according to reality. The measuring instrument used for measurement is using an instrument or assessment tool. The instrument requires valid and reliable conditions as a measurement tool to provide data for evaluation materials [5]. Data that is in accordance with reality can be obtained from instruments or tools that must be valid [6]. The instrument used to describe the actual ability of students must have valid conditions. In addition to valid requirements, the instrument has reliability requirements relating to reliable data in accordance with predetermined criteria.

The concept of reliability underlies measurement errors that may occur in the measurement process, causing changes to the group composition [7]. Instruments or tests used by lecturers in collecting data or information should be analyzed for validity and reliability, so that they can be used to measure students' abilities in accordance with reality. In fact, there are educators who experience problems in developing assessment instruments that have validity and reliability requirements. Based on Ningsih's research [8] that one of the barriers to assessing learning outcomes is studying assessment instruments. Planning for the assessment of learning outcomes in the form of the preparation of instruments is still found obstacles in its implementation.

Assessment of learning outcomes in general courses that have been carried out in learning, mid-semester exams and end-of-semester exams. The basis for determining the assessment is based on the semester learning plan (RPS) which is compiled into a grid and assessment instrument. Based on observations made that there are various assessments of learning outcomes from general courses, so researchers want to know the preparation of planning, implementation of assessment of learning outcomes of general courses. The purpose of this study was to determine the implementation of general subject learning (MKU) at Tidar University based on e-learning.

2. Method

This activity is a descriptive activity using a qualitative approach. This qualitative descriptive activity is used to describe the state of the object. The subjects in this study were MKU lecturers at Tidar University. The object of this research is the evaluation of MKU learning outcomes at Tidari University based on e-learning. This research was conducted at Tidar University from March to September 2021. The data collection techniques in this study used interviews, observation, and documentation. Interviews were conducted to seek information about the assessment of learning outcomes conducted by lecturers. Observation is used to observe the implementation of the assessment of learning outcomes. Documentation is used to examine evidence of student learning outcomes assessment. The data analysis technique used refers to the qualitative data analysis of the Miles and Huberman model [16] consisting of three, namely data reduction, data display, and Conclusion Drawing/Verification.

3. Results and Discussion

The assessment of learning outcomes is carried out by the Tidar University MKU which consists of 6 courses, namely Pancasila Education, Citizenship Education, Religion, English, Indonesian, and Entrepreneurship. All courses included in the MKU are researched. Assessment of student learning outcomes at the MKU of Tidar University is classified into 8 indicators, namely submitting statements or questions and answers, evaluating learning outcomes, preparing instruments, correcting answers, providing feedback, and assigning students. Based on the indicators that have been made, the following are the results of data collection and analysis.

The lecturer asks questions or conducts questions and answers to students

The lecturer when in the lecture process or at the end of the lecture confirms to the students. The form of confirmation and to determine the student's grasping power with the lecturer submitting statements to students at random. Based on data collection and analysis, the following results were obtained.
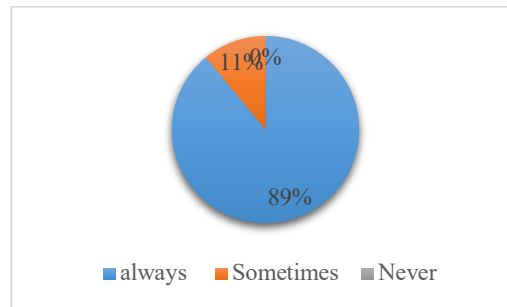

Figure 1. Lecturer Asks a question

Based on figure 1 that lecturers always ask questions to students with a percentage of 89%, and 11% lecturers sometimes make questions. Lecturers ask questions or ask questions to students during the teaching and learning process with the aim of measuring understanding of the material received by students, provoking student interactions and responses, checking understanding and attendance, stimulating participation in discussions and building background knowledge. In addition, so that students always remember and do not forget the material that has been taught and remind if there is something less than the explanation from the lecturer. Information from the results of measuring the ability of students' grasping power in participating in learning is used to assess the suitability of learning strategies with students' circumstances to structure learning [9].

Lecturers ask questions in the form of knowing the abilities of students who are in the learning process. Lecturers more often give questions that are given in the form of material, understanding the material, and giving examples of theory. Questions in the form of material have the aim of knowing the understanding and difficulties of students in attending lectures [10]. There are students who will learn when asked, and students who are embarrassed or do not want to ask but do not understand the material. The questions asked are not structured and well planned, based on the material taught only.

Lecturers evaluate learning outcomes

Evaluation of learning outcomes in the form of assessment of student learning outcomes. There are several components of learning evaluation that must be considered. In the assessment related to the realm of learning outcomes carried out, there are 3 assessment domains, namely the cognitive domain, affective domain, and psychomotor domain [12]. The following are the results of the data collection and analysis carried out.
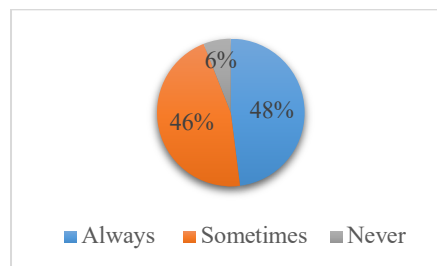

Figure 2. Lecturer Evaluates Learning Outcomes

Based on figure 2, that lecturers always evaluate student learning outcomes by 48%, sometimes by 46%, and never by 6%. Lecturers who always assess learning outcomes have assessed aspects of attitudes, knowledge, and skills. However, the attitude assessment is constrained by the observation of learning, this is because learning is

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online. The application of the assessment of the three components is knowledge to determine the mastery of basic science, attitude assessment to determine and improve student attitudes in participating in learning, and skills assessment to assess the practice and application of study materials in everyday life.

Lecturers who answer sometimes have carried out assessments, but not every meeting. Assessment of student learning outcomes is often carried out in the midterm and final exams. Attitude assessment is carried out on the active side of students and the accuracy of students collecting assignments. Observations of student attitudes have not been observed as a whole, only students who are active and undisciplined are well observed.

Lecturers with the answer never that the assessment is done in a cognitive aspect. The cognitive aspect assessment is meant for assessment on assignments, mid-semester exams, and end-of-semester exams. This assessment is carried out with a limited knowledge aspect.

Lecturers make assessment instruments

To measure the achievement of student competence on certain materials at each meeting through evaluation of learning outcomes, the lecturer makes an assessment instrument. Assessment instruments can be used to measure the ability and success of learning implementation. Assessment instruments can use a variety of assessment techniques. Based on the results of the study, the following results were obtained.
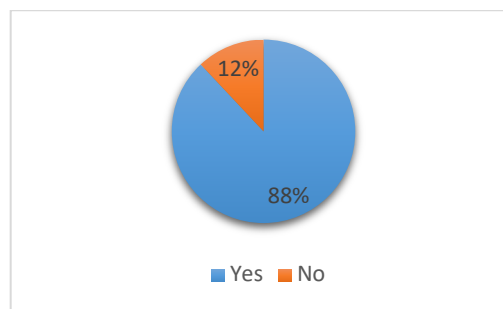
Figure 3. Lecturer Makes Instrument

Based on figure 3, the lecturers who make instruments get a percentage of 88%, while the lecturers answer that they do not make instruments by 12%. Lecturers make research instruments in the form of quizzes/responses/assignments, test and non-test instruments, yes and no questions, independent/group assignments, assessment of material mastery, periodic tests and direct observation, mid-semester exam questions and end-semester exams. The assessment techniques that can be used by lecturers are in accordance with the opinion of Widoyoko [13] that the assessment techniques that can be used by lecturers in measuring student learning outcomes, namely tests, observations, self-assessments, assessments between students, performance assessments, portfolio assessments, project assessments, product assessments, and journal appraisal.

The purpose of lecturers in making assessment instruments is to determine the level of understanding and students' abilities so that they can be improved, evaluate the lecture process for both lecturers and students, and to be more effective and efficient in measuring student achievement. Meanwhile, the lecturers who answered that they did not make the assessment instruments indicated that the lecturers had been busy with the preparation of the display of online learning materials and had not found the right learning for online learning. In addition, lecturers only make mid-semester and end-semester exam questions, this is due to the lecturer's assumption that students have mastered and analyzed the study material.

The assessment instrument has an assessment rubric

The scoring rubric is in the form of questions, answers and scoring. Assessment rubrics can be used to facilitate lecturers in compiling and correcting student answers. The assessment rubric can be in the form of assessment signs in assessing student answers. The following are the results of research on the preparation of an assessment rubric for MKU lecturers.
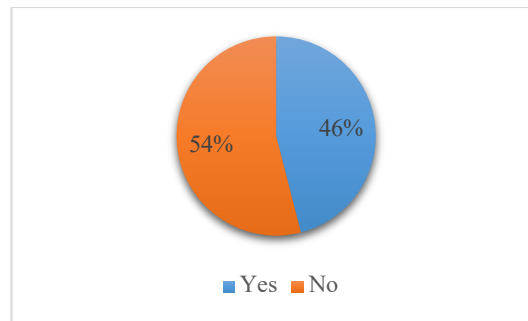
Figure 4. Assessment rubric

Based on figure 4, that the lecturer compiles an assessment rubric with a percentage of 46%, and the lecturer does not compile an assessment rubric of 54%. Lecturers compile assessment rubrics in notebooks, not yet written neatly. Lecturers who do not write assessment rubrics give reasons that there is no time and forget to compile rubrics, and there are still lecturers who have not made rubrics and instruments systematically.

The items made have an assessment score

To determine the final score on the student's answer sheet, it is necessary to have a question weight, so that the total score can be obtained. The weight of the questions is determined by the difficulty and complexity of the answers to the questions. The weighting of the questions can provide a fair principle in the assessment. If the questions have been determined for each question, it can facilitate the assessment and there is certainty. The following are the results of data collection and data analysis from the assessment score indicators.
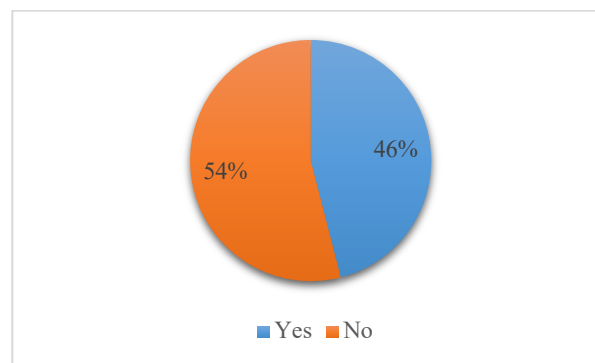
Figure 5. Scoring asesment

Based on figure 5, that lecturers have compiled item weights with a percentage of 46%, and lecturers who have not weighted items are 54%. Lecturers who make items on average range from 10-25 questions. With a maximum score of 100. The lecturer who answered did not give a reason that the assessment was carried out by leveling the weight of the assessment, and in the end adding up the questions to get the total score. The clarity of the criteria and the weight of the assessment becomes an objective principle, besides that the assessment can describe the achievements and abilities of students as they are [17].

The lecturer corrects the answers to the learning outcomes evaluation questions

The questions given by students are needed to be corrected, to see right and wrong answers, or to determine the results of the assessment. Correction of answers is carried out for each item of the question and is based on the answer key that has been prepared previously. The following are the results of research on lecturers correcting answer keys.
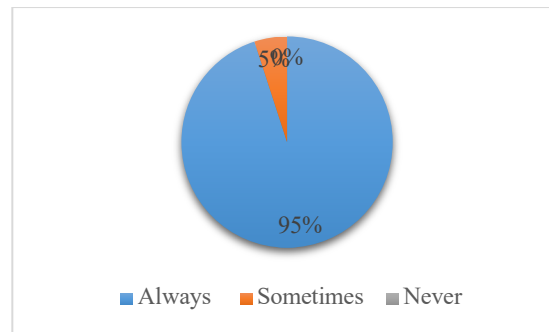
Figure 6. Lecturer Makes Corrections

Based on figure 6, that the lecturer has made corrections always with a percentage of 95%, and the lecturer made corrections sometimes as much as 5%. Lecturers who answered sometimes reasoned that they did not have enough time to correct all assignments or test sheets, so that lecturers only occasionally corrected assignments. Lecturers have made corrections, so there are no lecturers who do not correct the results of students' answers or assignments.

Lecturers provide feedback on student answers from the evaluation of learning outcomes

Feedback on learning outcomes is used as a means of improving students in doing exams, so that the same questions will not be repeated again. The following are the results of research on lecturers correcting answer keys.
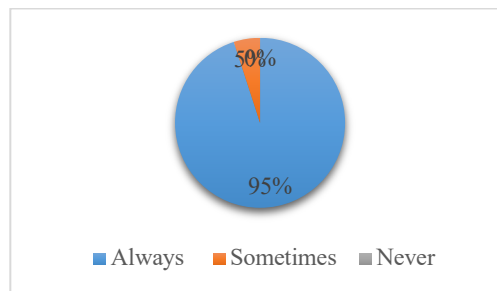
Figure 7. Lecturer gives feedback

Based on figure 7, lecturers always provide feedback to students with a percentage of 95%, and lecturers sometimes provide feedback of 5%. Lecturers who provide feedback sometimes argue that feedback is not delivered individually, but in general in the classroom, time and number of credits, so that the correct answer is found together, and sometimes corrections are made so that students know what they lack.

Lecturer gives assignments to students

Learning activities are carried out in addition to the teaching and learning process, but are also given assignments. Assignments are intended to provide learning experiences, learning habits, and increase knowledge and skills. Lecturers give assignments to students in accordance with the load of credits taken by students. The following are the results of research from indicators of lecturers giving assignments to students.
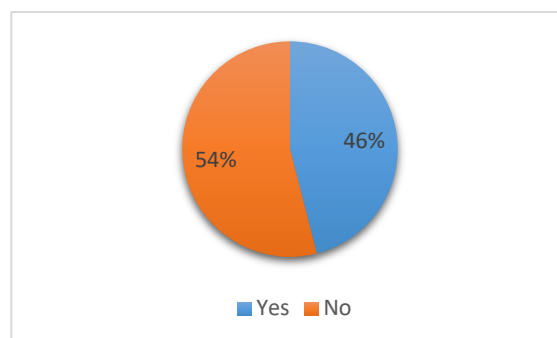
Figure 8. Student Assignments

Based on figure 8, that lecturers giving assignments get a percentage of 46% and lecturers who don't give assignments get a percentage of 54%. Lecturers give assignments to students in the form of summarizing the material, analyzing case examples, questioning questions, reviewing articles, group and independent assignments,

compiling papers, and presentations. The lecturer who answered that he did not give student assignments stated that the assignment was not carried out not every meeting, but only a few times. So in implementation that there has been an assignment made by the lecturer.

After the lecturer gives the assignment, the next task of the lecturer is to correct the assignments that have been collected. Correction of assignments as a form of confirmation of assignment results and self-study. The following are the results of the research on indicators of lecturers correcting assignments.
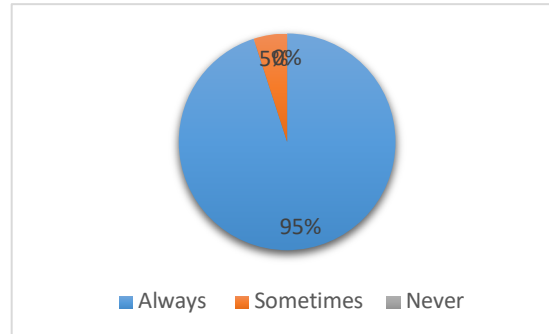
Figure 8. Lecturer corrects assignments

Based on figure 8, that lecturers always make corrections to assignments with a percentage of 95% and sometimes with a percentage of 5%. Lecturers who have corrected assignments are done by observing assignments, seeing conformity with assignments, and task results.

Lecturers provide feedback as a form of delivery of the results of the correction of student assignments. Students are given feedback by the lecturer regarding the assignments that have been submitted to be used as reflections and improvements in the creation and preparation of assignments.
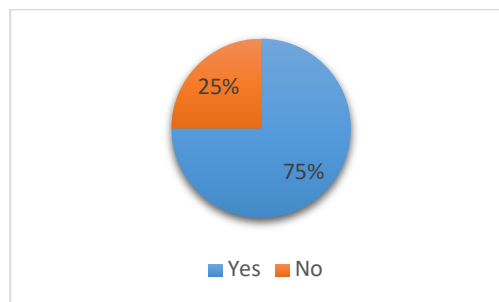
Figure 9. Task feedback

Based on diagram 9, lecturers provide feedback on assignments with a percentage of 73% and lecturers do not provide feedback on assignments by 27%. Lecturers who do not provide feedback on assignments because students have never been given assignments and have not finished for assignment corrections, so that at the next meeting the lecturer does not provide feedback.

4. **Conclusion**

Based on the results of the research conducted, it can be concluded that the lecturers have carried out an assessment of learning outcomes by providing questions or confirmations, making instruments, correcting student answers, providing feedback and providing corrections to student assignments with a high percentage of implementation. However, there are lecturers who sometimes evaluate learning outcomes with a percentage of 46%, and never do it with a percentage of 6%. Many lecturers still do not compile an assessment rubric with a percentage of 54%. Lecturers who did not do the item weight as much as 54%. Lecturers do not give assignments to students with a percentage of 46%, and lecturers do not provide feedback on assignments by 27%. The implementation of the MKU learning outcomes assessment carried out by lecturers has not been carried out thoroughly and in the assessment procedure there are still assessment steps that have not been carried out.
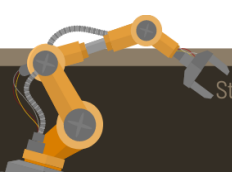
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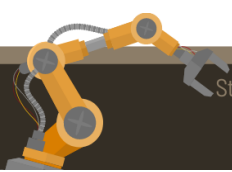
QUESTIONING THE HEGEMONY OF ENGLISH IN THE VISUAL LANGUAGE LANDSCAPE IN INDONESIA AND MALAYSIA

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Abstract

This research aims to describe two things, namely: 1) The form of representation of English hegemony in the visual language landscape in Indonesia and Malaysia; 2) Factors causing the strong hegemonic representation of English in the language landscape in Indonesia and Malaysia. The method used in this research is a qualitative type with a critical "weltanschauung" perspective. The research data is in the form of visual language landscapes, both from the field directly and from the internet. The main instrument of this research is the researcher himself. The data analysis technique uses descriptive qualitative, with stages, namely: reduction, discussion and drawing conclusions. The results of this research are as follows. 1) The form of hegemony of English in the visual language landscape in Indonesia and Malaysia, which is sociologically used to convey information in various complex contexts of interest, for example: information on signs of places such as office buildings, schools, hotels, shops, restaurants, etc. advertising, and so on; 2) The factors causing the strong hegemony of English in the visual language landscape are related to the still strong postcolonial syndrome.

Keywords: English hegemony, the visual language landscape of Indonesia and Malaysia.

1. Introduction

One of the problems as well as the heaviest burden that has been, is, and seems to continue to plague former colonised nations (postcolonial nations) including Indonesia, is related to the treatise of injustice and dialectical powerlessness, especially when faced with Western culture [1]; [2];[3]. This phenomenon of concern is marked by authentic facts that are concerning, in the form of the fading and even loss of identity values which are one of the most important parts of a nation [4]; [5], due to being hegemonic by the syndrome and bias of identity values of Western cultural images that are increasingly massive and ideological representations [6]; [7].

Everything that smells and comes from the West is considered as something better and more valuable [8]. Conversely, everything that comes from within the nation's own culture is considered bad [9]. Included in this context is related to the realm of language, where English is so hegemonic in society, as if it is more meaningful and important than Indonesian. In fact, there is a saying that "language shows the nation", whose meaning is related to the issue of identity and nationalism of a nation.

The landscape of these concerning phenomena can be examined and verified in almost all dimensions of community life, ranging from matters that fall into the ideological realm (for example related to the political system, law, governance, education, etc.), to matters that are relatively considered to have received less joint attention, for example those related to the governance of the language landscape of public space in the context of a city, for example, which is almost all very thick with a Western aroma.

Refers to the meaning of the study of language landscape in relation to various language sign systems that exist in public spaces, for example related to identity signs: road signs, street names, place names, billboards or advertisements, shop names, building names, and so on [10]; [11]; [12]. Even recent studies of language landscapes also include a wide variety of contemporary modern signs, such as LED signage, flat panel electronic screens, touch screens, signs on cars, trains, or the bags and clothes people wear, and all kinds of other signs, the substance of which is related to the sign systems that can be observed in public spaces.

This phenomenon, it turns out, is not only happening in Indonesia, but the same thing is happening in Eastern nations, especially as former Western colonies, including Malaysia. Like Indonesia, Malaysia has also been a colony of the West for a very long time, especially Britain, which reached more than 171 years, starting from 1786 to 1957, how it also has the same impact of the syndrome of colonial mentality. This can also be verified from a series of authentic facts, how the infiltration of Western foreign culture in Malaysia [13]; [14]; [15]; has

also become a sight of great concern. This phenomenon is a form of new model colonialism (neocolonialism) [16]; [17], which is sweeping this nation in the postcolonial era. As fellow nations, which have been bound by relatively similar identity values for a very long time [18]; [19], these fundamental, crucial and strategic cultural issues are important to be studied together between the two nations, Indonesia and Malaysia.

Based on this background, the main problems to be studied in this article are: 1) the form of representation of English hegemony in the visual language landscape in Indonesia and Malaysia and 2) the factors causing the strong representation of English hegemony in the visual language landscape in Indonesia and Malaysia. With this study, it is hoped that it can contribute ideas, related to what is termed as decolonisation of methodology and mentality [20];[21], as an important imperative for cultural revitalisation in the future.

2. Method

The main method used in this study is qualitative-naturalistic method [22], with hermeneutic approach that focuses on activities on making interpretations (Bulhof, 2012). In particular, the qualitative research used in this study was modelled on the critical perspective of "weltanschauung" [23], in which there is a "challenge" to the hegemony of English in the representation of visual language landscapes in Indonesia and Malaysia.

The main instrument is the researcher himself ([24]. Then, the data analysis technique used is descriptive qualitative techniques particularly the model proposed by Miles, Huberman, & [25], covering the activities of: collecting the data, displaying and making discussion of the data, and drawing conclusion..

3. Results and Discussion

a. The form of representation of English hegemony in the visual language landscape in Indonesia and Malaysia

Based on field data related to the hegemony of the use of foreign languages, especially English, compared to Indonesian or Malay in Malaysia. This is used to convey information in various contexts of very complex interests, for example: providing information on the signboards of places or buildings such as schools, hotels, shops, restaurants, tourist attractions, and so on. An overview of the phenomenon, as in some of the following images.

Figure 1. Information Signage for Café with in English in Yogyakarta, Indonesia

(Source: https://yogyaku.com/jasa-papan-nama-jogja/3605)

Figure 1 above is an example of an English sign for a café that also provides internet facilities for learning, working and meeting in Yogyakarta, Indonesia. Te English signage reads, "Internet Leraning Café", which is also accompanied by other words in a smaller size, namely, "learning, working,meeting".

Gambar 2. English Library Information Signage in Yogyakarta, Indonesia

(Source: https://www.merdeka.com/jateng/terasing-di-tengah-keramaian-ini-4-fakta-unik-perpustakaan-malioboro-jogja.html?page=4)

Likewise, figure 2 above is also about the use of English for the signboard of the regional library and archives agency, Yogyakarta, Indonesia, which reads "Jogja Library Centre".

Gambar 3. English Language Advertisements for Cemeteries or Graveyards, in Jakarta, Indonesia

(Source: https://www.marketingsandiegohills.com/san-diego-hills/)

Likewise, the advertisement for a cemetery in Jakarta, Indonesia, as shown in Figure 6 above, also has the same problem of using English to name its identity, namely "San Diego Hills". In the advert, the English phrase is also written as, "San Diego Hills, Memorial Park Jakarta".

As for problems with the same type of category, those in Malaysia are as shown in the following pictures.

Gambar 4. English Signboard of Animal Maintenance Centre in Batam, Indonesia

(Source: http://1.bp.blogspot.com/-4Yli7HJ_eUA/VSI36sQoBGI/AAAAAAAAAZ8/9Xp9glzjHV4/s1600/Sign-boards-for-retail-shoplots-and-office-buildings-in-Pulau-Pinang.jpg)

Figure 4 above is an information board with the name or identity of an animal care centre in Malaysia called "Pets Villa". On the information board, there is also an additional description which is also in English which reads, "grooming, spa, hotel, pet food, accessories".

Figure 5. Tourism Information Board in English in Ipoh Malaysia

(Source: Documentation of Che Aleha Binti Ladin, August 2023)

This is also the case with the information board about the tourist sites in Ipoh Malaysia as shown in figure 5 above, also in English. There are several message markers that read "Free Entrance", and also "Glow in the Dark Sand". Although there is also a message that uses Malay, which reads "Entry is free, want to know? Just come in", but the text is smaller in size.

Figure 6. Information Board on Tourism Visit Events in English in Ipoh Malaysia

(Source: Documentation of Che Aleha Binti Ladin, August 2023)

A similar or almost identical issue is the information about tourism as well, as found in Figure 6 above. In the picture, it is also striking that the use of English, which reads "Festival 2023, Visit Ipoh".

Based on the data as presented in Figures 1 to 6 above, it can be argued that the use of foreign languages, especially English, in the discourse of the visual language landscape in Indonesia and Malaysia is a very hegemonic reality.

The phenomenon is an irony of cultural concern, the language landscape, which is in fact a medium of social communication, exists in Indonesia and Malaysia, is disseminated or intended for the same community audience, whose mother tongue awareness is also Indonesian and Malay of course..

It is known that the existence of language can be said to be the second nature of man [26]; [27], in addition to his human nature as the first nature. Without language, neither the complexity of human knowledge nor human control over their environment can be understood. Human knowledge relies on language, although language itself is also knowledge [28]. Without language, human knowledge is impossible [29]; [30].

Even in the context of a broad spectrum of sociological meaning, the process of communication using language, in the next higher level, produces a collective cultural awareness, known as the "social self" [31]; [32]; [33]. Language, in this sense, becomes an important and strategic variable for the existence of the overall performance and praxis of a society's cultural consciousness [34]; [35].

If this understanding is projected in the context of a nation and state, then how the existence of language, is as one of the most vital and strategic elements, which is not merely as a means of communication [36], but more than that is as a tool for constructing identity and nationalism [37]; [37]; [38]. Languages is considered of the greatest importance for a nation's identity [39]; [40]. Languages are considered of the greatest importance for a nation's identity [39]; [40]. From here, it can be traced and verified the truth of the expression that developed in the community that reads "language shows the nation" [41]; [42].

Therefore, discussing the historical existence of a society, a nation, along with all the attributions of national identity and the various domains of nationalism inherent in it, is almost inevitably linked to the existence and role of language [43]; [44]. One of the most basic ways, to determine our identity and to influence how others perceive us, is through the way we use lang [45].

Nationalism as had a truth value based on the reality of national culture which they associated with language [46]; [47]. Or if this concept and understanding is drawn further back, a German philosopher in the 18th century, Johann Gottfried Herder, in his essay entitled "On the Origins of Language" as quoted by Christof Demont-Heinrich has also confirmed the same thing, by proposing a thesis that reads "That language and national consciousness are inseparable" [46].

An Austrian philosopher of language, Ludwig Wittgenstein, in the book Philosophische Untersuchungen published in 1958, conveyed the importance of the role of language in relation to the discourse of cultural characteristics of a society or nation related to how to interpret life and the world or termed as *Weltanschauung* [48]*; [49]*.

The phenomenon and symptoms of Britishness or Englishisation are certainly a form of cultural problem that is of concern. In the Indonesian context, Sudjoko. In one of his writings published in *Prisma Magazine* (1989) entitled "Our New Elite Do Not Appreciate Language", Sudjoko strongly criticised and questioned the new elite, who came from and were born from modern formal education, who tend to use English in their various forms of communication. The use of English is said to be used as a parameter to show the degree of superiority they have, which distinguishes them from the old elite, many of whom came from the kraton environment [50].

However, the irony and also the more concerning issue is that the phenomenon of the infatuation with Western English, which is performed by the new Indonesian elites in this modern era, is not directly proportional to the mastery of the foreign language in the true sense, because they tend not to know the meaning and depth of the concepts that accompany it. The new elites, says Sudjoko, only show off the sophistication of picking up words, rather than mastering the language [50]. In this context, how English can be interpreted as a colonial language [51]; [52], which means that it is a language that has unwittingly become an agent of cultural colonisation.

b. Factors Causing the Strong Hegemonic Representation of English in the Language Landscape In Indonesia And Malaysia

The complexity of the postcolonial problem, when looking for the cause of its most radical genealogical roots, can actually be said to be relatively the same as that found in all cultural problems whatever and wherever they are, namely always intertwined with the thesis of the struggle over the authority of "power" in the construction of truth knowledge.

The problem of power referred to in the postcolonial context is what is known as the "empire of orientalism" [53]. Orientalism is an ideology in Western science, which divides the complexity of the world's universe too
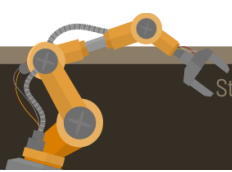
simply and in polar opposite positions, namely the West and the East. The West, in the perspective of orientalism, is standardised and frozen in knowledge whose meaning is always positive. Meanwhile, the East is placed and constructed in the opposite position of meaning, which is always negative [53]. For example, there has been a growing knowledge and belief that the West is always associated as a term that refers to the site of civilisation that is: advanced, smart, high, great, strong, superior, and civilised. On the contrary, the East is: backward, stupid, low, weak, inferior, despicable, even barbaric and disgusting. [54] .

Such a model of Western orientalism's knowledge empire has become a mode of discourse since the 16th century, along with the history of modernism and European colonialism [55]. The construction of the orientalist empire is very solid and strong, because it is fully supported and involves the entire infrastructure in culture, including through a scientific tool called "language" [53].

4. Conclusion

Based on the results and discussion in accordance with the focus or problem formulation of this research, the following conclusions can be made. Firstly, related to the form of representation of the hegemony of the use of English, in the landscape of the world of art language in Indonesia and Malaysia, it can be said that sociologically it is used to convey information in various contexts of very complex interests, for example: giving information on the signboards of places, such as office buildings, schools, hotels, shops, restaurants, advertisements, and so on.

Secondly, the factor that causes the strong representation of the hegemony of the use of English in the landscape of the art language in Indonesia and Malaysia is closely related to the issue of postcolonial syndrome. When examined from a postcolonial perspective, it shows how the influence of Western colonialism syndrome is still so strong in shackling the cultural consciousness of the Indonesian and Malaysian people, even though these two nations have entered the postcolonial era. This means that the portrait of the phenomenon of fascination with the hegemonic image of the West is also not a natural reality, but a cultural construction that has intertwined with various historical texts in the long past, which have been owned by this nation, including the main one is the history of colonialism.

Thirdly, in relation to the strategic steps that can be taken, as part of the revitalisation orientation towards the issue of the hegemonic representation of the use of English, in the landscape of the world of art language in Indonesia and Malaysia, among others, the most urgent is to do what is termed as "decolonialisation of methodology" towards all forms of hegemonic construction of Western orientalism epistemy that has been shackled in the system of knowledge and culture so far. With this decolonialisation process, it is hoped that it will be able to restore the potential power of each science, in its positive transformative character, for the development of future culture, which remains based on the basis of local cultural ownership, when dialogued with those from outside themselves in a balanced format.

Acknowledgement

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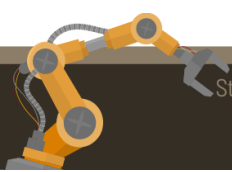
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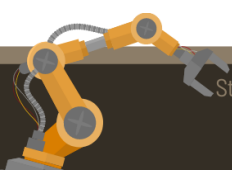
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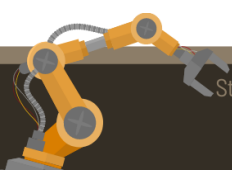
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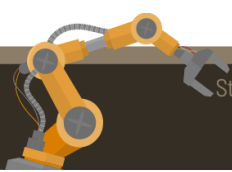
DIFFERENCES IN INTERMEDIATE JAVANESE SPEAKING COMPETENCE

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Abstract

The mapping of Javanese language skills at the intermediate level has not received much attention, so it deserves to be researched. Javanese language learners who have been taking courses usually only finish at the basic level as an answer to curiosity and daily communication purposes. This study aims to describe the mapping of Javanese language competence at the intermediate level which includes listening, speaking, reading and writing skills. The Research Objective is to describe intermediate level Javanese speaking competence.

This research is a descriptive research. This research uses secondary data in the form of Javanese Language Education curriculum, CEFR as a material for mapping can-do description that will be applied in Javanese. The research instrument is a data card containing a list of can-do descriptions. The result of the research is a competency map of Javanese language in the field of nyemak, micara, maos and nyerat.

Keywords: competence, Javanese language

1. Introduction

The indicator of whether or not a person is considered to have mastered a language can be seen from the ability to communicate orally and/or in writing in various varieties. Learners are considered language proficient at the basic level when they can communicate limitedly on certain themes, and use simple vocabulary. This is different from the higher levels, namely intermediate and advanced.

The mapping of Javanese language proficiency at the intermediate level has not received much attention, so it deserves to be researched. Javanese language learners who have been taking courses usually only finish at the basic level as an answer to curiosity and daily communication purposes. This study aims to describe the mapping of Javanese language competence at the intermediate level which includes listening, speaking, reading and writing skills. The Research Objective is to describe the speaking competence of intermediate level Javanese.

Educators must choose learning methods that are suitable for the material being taught in order to improve the lack of learning outcomes. Learning method as one of the ways that can be utilized to implement a plan that has been prepared in the form of real and practical activities to achieve learning objectives. Learning methods are learning a process that is easy to know, apply and theorize in helping achieve learning outcomes (Reigeluch, 2015). Various methods are carried out to ensure that educators and students are able to develop the teaching and learning process to support the achievement of learning outcomes in supporting the quality of education. That is the basic principle of the learning method, which is tactical, technical and practical to be applied by educators and students in achieving optimal learning outcomes.

According to Sutikno (2009: 88), learning methods are ways of presenting material by educators so that the learning process occurs in students in an effort to achieve goals. The goal to be achieved in the learning process is certainly the success rate of the learning. And according to Sudjana (2005: 76), the learning method is a method used by educators in conducting relationships with students during teaching. What is meant here is that the method is a way used by educators in delivering teaching material to students. The learning method must be adjusted to the needs and subject matter related to learning Javanese as a second foreign language to be taught.

As for language learning, according to Vietor Sweet and other reformers (Ricards, Jack C., 1999: 8) mentioned about the principles of language learning, especially second foreign languages that must be considered in the learning process, including the following: (a) oral language as the main and this should be reflected in an oral-based methodology; (b) findings in the field of phonetics should be applied to be taught and used as training by teachers; (c) learners should hear the language being learned first, before seeing it in written form; (d) words should be presented in sentences, and sentences should be practiced in meaningful contexts and not considered as isolated, disconnected elements; (a) grammar rules should be taught only after students have practiced by incorporating grammar points appropriate to the context, grammar should be taught inductively; (d) translation should be avoided, although the mother tongue may be used to explain new words or check understanding.

2. Method

This research is a descriptive research. This research uses secondary data in the form of Javanese Language Education curriculum, CEFR as a mapping material for can-do description that will be applied in Javanese. The research instrument was a data card containing a list of can - do descriptions.

B2	Can understand the main ideas of complex texts on concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a level of fluency and spontaneity that makes regular interaction with native speakers highly likely without creating tension for either party. Can produce clear and detailed texts on a range of subjects and explain viewpoints on topical issues giving advantages and giving advantages and disadvantages of various options.
B1	Can understand the main points of clear standardized input on commonplace matters commonly encountered at work, school, leisure, etc. Can handle most situations that may arise when traveling in an area where the language is spoken. Can produce simple texts dealing with familiar topics, or those of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and justifications for opinions. dan rencana.

3. Results

Results consists of data or finding of the the speaking element to be achieved takes the theme of *nyariyosaken pengalaman (*recount the experience), *wara-wara (*announcement*)*, and *sesorah* (speech).

Nyariyosaken Pengalaman

B2	Can provide a clear and detailed explanation of various matters related to the field of his/her interest.
	a. Can provide clear and detailed explanations about various matters relating to his/her field of interest. b. Can develop clear arguments, expanding and supporting his/her point of view at length with additional points and relevant examples. c. Can build a chain of reasoned arguments. d. Can explain a point of view on a topical issue by giving the advantages and disadvantages of various options.
B1	Can develop an argument well enough to follow without difficulty most of the time.
	Can give brief reasons and explanations for opinions, plans, and actions.

Wara-wara

B2	Can deliver announcements on most general topics with a level of clarity, fluency and spontaneity that does not cause tension or discomfort for the listener.
B1	Can deliver rehearsed short announcements on topics related to daily events in their field, although the stress and intonation may be very unfamiliar, they can be clearly understood.

Sesorah

B2	a. Can give a clear and systematically developed presentation, highlighting key points, and relevant supporting details. b. Can depart spontaneously from prepared text and follow up on points of interest raised by audience members, often demonstrating great fluency and ease of expression.
	a. Can give a clear and well-prepared presentation, giving reasons for supporting or opposing a particular point of view and providing advantages and disadvantages of various options. b. Can answer a series of follow-up questions smoothly and spontaneously that does not cause tension for either himself or the audience.
B1	a. Can give a prepared live presentation on a familiar topic in the field, clear enough to follow without difficulty most of the time, and in which the main points are explained with reasonable accuracy. b. Can take follow-up questions, but may have to ask for repetitions if the speech is fast-paced.

4. Discussion

In oral production activities (speaking), language users produce spoken texts that are received by an audience consisting of one or more listeners. Examples of speaking activities include conversations about nyariyosaken experiences including directions and addresses, announcements, and speeches.

a. Nyariyosaken pengalaman

Included in recounting an experience is information about what, where, when, why, and how the experience occurred. In addition, impressions or messages can be added.

vocabulary	Wonten ing, dhateng, wonten mrika, ngaler, ngidul Kala wingi, taun kepengker, dinten menika, benjing Bungah, sedih, remen, kaget At, where, to, whereabouts, there, direction Yesterday, last year, tomorrow, today, this morning Difficult, happy, surprised
grammar	interrogative sentence conjunctions compound sentences

b. Sesorah

Sesorahs include speeches at public gatherings, university lectures, sermons, entertainment, sports commentary, sales presentations.

Parts of the sesorah structure are uluk salam, purwaka which contains atur pakurmatan, puji Syukur lan panuwun, surasa basa, dudutan, pangarep-arep, wasana basa, panutup.

vocabulary	Dhumateng para tamu kakung saha putri
	Ingkang kinurmatan
	Para tamu ingkang minulya
	Kula ngaturaken agunging panuwun
	Kula ngaturaken agunging pangaksama
grammar	compound sentences
instructions	atur pakurmatan, atur puji syukur dhateng pangeran, lan atur panuwun, pangarep-arep, pangajak-ajak, lan nyuwun pangapunten

c. Wara-wara

Wara-wara is an announcement made orally. In Javanese culture, to perform wara-wara, the speaker must understand who will be informed, their social status, and the content of the wara-wara in detail.

Parts of wara-wara include: title, salam taklim, pambuka, surasa basa, wasana basa, papan lan titi mangsa, paprenah, asma

vocabulary	Wara-wara katur/kagem/dhumateng
	Kasuwun/katimbalan/katuran
	Cekap mekaten
grammar	Command words in both *ngoko* and *krama*
instructions	Command words in both *ngoko* and *krama*

5. Conclusion

At the intermediate level of speaking skills, students can recount experiences, speeches, and simple speeches correctly in terms of vocabulary, language structure and content. The level differentiator is the correctness of the graded sentences used, the fluency of pronunciation, and the breadth of vocabulary.

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PREPARING GLOBAL CITIZENSHIP: CURRICULUM ANALYSIS OF OLIFANT PRIMARY SCHOOL INTERNATIONAL YOGYAKARTA SPECIAL REGION

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Abstract

This study aims to explore the curriculum used by Olifant Primary School International Special Region of Yogyakarta in preparing students to become global citizens who can compete in the global era while still upholding nationalism and preserving local cultural wisdom. This study uses a qualitative method with a case study approach. Data collection techniques were carried out through observation, interviews, and literature studies. The results of the study show that Olifant Primary School International Special Region of Yogyakarta has used a combined curriculum, between the National curriculum that applies in Indonesia, and also the International curriculum, namely the Cambridge University Curriculum, which aims to prepare students to become global citizens, through several activities, namely: (1) learning gamelan music; (2) planting activities in the school's botanic garden; (3) Scouting activities; Reading Literacy and Circle Time activities; (4) In addition to additional subjects, the school requires students to use English for communication when studying in class, and communicating with school residents, and; (5) Given additional subjects, namely: (1) Cambridge English; (2) Cambridge Math Studies; (3) Science Cambridge Science; (4) Javanese; (5) Mandarin; (6) Sociopreneur, and; (7) Art. However, this study also found several obstacles in preparing for global citizenship in this school, such as a lack of human resources of teachers who are linear with the field of study in this matter, and high education costs at Olifant Primary School International Special Region of Yogyakarta

Keywords: curriculum, global citizenship, local wisdom, nationalism.

1. Introduction

The curriculum comes from the Greek language and consists of two words, namely "curir" which means runner, and "curere" which means the place of running races or racing tracks, so the word curriculum is interpreted as a running race [1]. The definition of the curriculum in Law Number 20 of 2003 concerning the National Education System is a "set of plans and arrangements regarding the objectives, content, and learning materials as well as the procedures used as a guide for conducting learning activities to achieve certain educational goals". According to Kerr, J.F, the entire learning process is designed and implemented both individually and in groups, both in schools and outside of schools [2]. The curriculum can run well or not run well in an educational institution and can be influenced by the competence and ability of a teacher to implement and understand the curriculum that applies in a country [3].

The nature of the curriculum is dynamic and always changing to follow the development of the times and needs [4]. History records that Indonesia has changed its curriculum several times since 1947-2022. In the curriculum in Indonesia have undergone several changes, namely: (1) the 1947 curriculum; (2) the 1964 curriculum; (3) the 1968 curriculum; (4) the 1973 curriculum; (5) the 1975 curriculum; (6) the 1984 curriculum; (7) the 1994 curriculum; (8) the 1997 curriculum; (9) the Competency-Based Curriculum 2004 (KBK); (10) the School-Based Curriculum 2006 (KTSP); (11) the 2013 curriculum (K13), and; (12) During the COVID-19 pandemic, the Ministry of Education and Culture (Kemendikbud) issued Minister of Education and Culture Decree Number 719/P/2020 concerning Guidelines for Implementing the Curriculum in Educational Units in special conditions, which regulates emergency curricula, which is then called the Prototype curriculum that is implemented in 2500 driving schools throughout Indonesia, and later changed its name to the Independent Curriculum, which is implemented throughout Indonesia starting in the 2022/2023 academic year [4].

The impact of curriculum changes has resulted in several evaluations conducted by the Ministry of Education, Culture, Research, and Technology (2021). There were several evaluation results, namely: (1) Documentation evaluation resulted in the 2013 curriculum competencies being too broad, difficult to understand and apply by teachers, educational units have not fully adapted, the choice of informatics subjects, using weekly units to regulate the time of subjects does not provide flexibility for schools in curriculum planning or educational calendars, thematic approaches are only used for the 2013 curriculum, and the content of specialist subjects
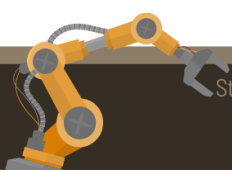
(science, social studies, or language) does not provide flexibility for students and hierarchical specialist paths; and (2) Implementation evaluation resulted in the many components of learning tools that make it difficult for teachers to arrange learning, detailed and separate competency spaces make it difficult for teachers to understand the philosophy of the 2013 curriculum, socialization, training, mentoring, and monitoring the implementation of the 2013 curriculum, the basic framework for implementing the 2013 curriculum, diversity, philosophy, and socialization, training, coaching, and supervision applied in the 2013 curriculum, many supervisors, principals, and teachers cannot be changed into supervisors, principals, and teachers do not operate at their best.

Various impacts of curriculum changes, according to several experts, this curriculum is necessary in the education process because it aims to produce graduates who have global competencies [5]. Global education emerged in the 1980s to unite general education for peace, human rights, intercultural, environmental, and developmental education through a student-centered approach [6]. The curriculum changes aim to prepare students with the necessary skills to compete in the global era and become good global citizens. Schools, as a place for students to learn, must have quality standards of education in accordance with the current curriculum. Researchers conducted a study at Olifant School, which implements a dual curriculum, namely the national curriculum of Curriculum 2013 and the international curriculum of Cambridge University. In addition, Olifant School also has a great vision and mission to support and prepare students to compete in the global era.

The vision of Olifant School is to create a young pioneer generation who have Pancasila spirit, socio-preneur character, strong self-identity, and global orientation within the next 10 years. The mission of Olifant School is (1) to develop children comprehensively both locally and globally with the aim of raising competent, confident, tolerant, firm, creative, communicative, respectful, and open-minded individuals with a global perspective; (2) to develop children's individual characters by providing up-to-dated and comprehensive knowledge; and (3) to facilitate students to develop comprehensive competencies to collaborate with the global world with a sociopreneur spirit.

Based on the background, there are research questions in this study, namely: (1) How does Olifant School prepare students to become good global citizens? (2) How does Olifant School prepare students to become potential global workers who can compete globally? The results of the study show that Olifant Primary School International Special Region of Yogyakarta has used a combined curriculum, between the National curriculum that applies in Indonesia, and also the International curriculum, namely the Cambridge University Curriculum, which aims to prepare students to become global citizens through several activities, namely: (1) Learning gamelan music; (2) Planting activities in the school's botani garden; (3) Scout activities; Reading Literacy and Circle Time activities; (4) In addition to additional subjects, the school requires students to use English for communication when learning in class, and communicating with school residents, and; (5) Given additional subjects namely: (1) Cambridge English; (2) Cambridge Math Studies; (3) Science Cambridge Science; (4) Javanese; (5) Mandarin; (6) Sociopreneur, and; (7) Art.

The novelty of our research is to explore the curriculum used by Olifant Primary School International Special Region of Yogyakarta to prepare students to become global citizens who can compete in the global era while upholding a sense of nationalism and preserving local wisdom culture.

2. Method

The research was conducted from August 01, 2022 to October 30, 2022, through several stages to collect data, researchers conducted observation on learning activities at Olifant School, then researchers conducted interviews with research sources, namely teachers, parents, and Olifant School students. The data obtained from observation and interview were validated by cross-checking with school document such as curriculum and student learning outcomes, then the researcher also witnessed the learning process activities in the Olifant School classroom. Researchers chosen Olifant School as location of study because Olifant School has become a school that has implemented a combined curriculum (the National Curriculum and Cambridge University Curriculum). The sampled respondents were chosen purposefully.

This research uses qualitative research methods. Research using qualitative methods is a research method that can be used for the research process with natural objects, which involves researchers as the main instrument in the research process, then the data analysis process is generally explained at the end or inductive, and the results of qualitative research usually emphasize the meaning of generalization [7]. Research that intends to understand a phenomenon about what the research subject feels, for example a behavior, perception, motivation, action, etc., holistically, and is carried out using descriptive methods in the form of descriptions of words and language, in a special context that is natural and by using various natural methods, is referred to as qualitative research methods [8].
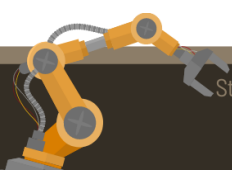
3. Results

The results of the research obtained data from the interview process with the research subject show that Olifant International Primary School Yogyakarta Special Region has used a combined curriculum, between the National Curriculum applicable in Indonesia, and also the International curriculum, namely the Cambridge University Curriculum, which aims to prepare students to become global citizens through several activities, namely: (1) Learning gamelan music;(2) Planting activities in the school's botany garden; (3) Scout activities; Reading Literacy and Circle Time activities; (4) In addition to additional subjects, the school requires students to use English for communication when learning in class, and communicating with school residents, and; (5) Given additional subjects namely: (1) Cambridge English; (2) Cambridge Math Studies; (3) Science Cambridge Science; (4) Javanese; (5) Mandarin; (6) Sociopreneur, and; (7) Art.

The results of the research obtained data from the observation process of observing learning activities in the Olifant International Primary School classroom, namely the total number of Olifant International Primary School students totaling 278 students, consisting of grades 1 to grade 6, the details are as follows:

Table 1. Number of students

No.	Class	Number of Student
1.	Class 1	48 Students
2.	Class 2	60 Students
3.	Class 3	50 Students
4.	Class 4	46 Students
5.	Class 5	39 Students
6.	Class 6	35 Students
Total Students		278 Students

From table 1, the number of Olifant International Primary School students in each class is uneven in number, this is due to several factors of school fees which are quite expensive when compared to public schools in general, but the expensive costs are balanced with the educational facilities obtained. Sometimes the number of students will change every semester, because there are students who transfer from other schools. This condition is usually the parents of these students moving from work outside Yogyakarta to Yogyakarta or vice versa from Yogyakarta moving outside Yogyakarta.

Olifant International Primary School implements five-day learning activities every week, starting from Monday to Friday, the following is the Olifant International Primary School learning schedule.

Table 2. Olifant International Primary School schedule

No.	Class	Time Description
1.	Class 1	07.30 – 12.30 WIB.
2.	Class 2	07.30 – 13.00 WIB.
3.	Class 3	07.30 – 13.30 WIB.
4.	Class 4	07.30 – 14.00 WIB.
5.	Class 5	07.30 – 14.00 WIB.
6.	Class 6	07.30 – 14.00 WIB.

From table 2, the schedule of Olifant International Primary School students in each class has different school dismissal hours, this is because as the grade increases, there are additional lessons and activities that support the preparation of students to become citizens who are ready to compete in the global world.

The results of the research obtained data from the literacy process sourced on the Olifant International Primary School website https://www.olifantschool.com/elementary there are learning activities at Olifant International Primary School as follows.

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First, for class 1, there is the Lock-In program, students spend the evenings at school doing the usual routine activities at home. The aim is to encourage students to be brave when in an unfamiliar environment, teach proper self-care and awareness, increase self-confidence, and encourage students' independence.

Secondly for class 2, there is the Show and Tell program, Students build confidence slowly throughout the semester by doing show and tell in class, leading to final sharing and storytelling in front of friends and parents using personal kits they bring from home. The aim, to encourage confidence in speaking in front of a crowd, to encourage stewardship skills, to encourage basic reading, writing and presentation skills, to instill pride in students and parents.

Figure 1. Show and Tell Program

Third for grade 3, there is a Camping program, Students go on camping trips and activities in the natural environment. The aim is to build courage, confidence and independence in children while instilling respect, love, appreciation and care for their natural environment.

Figure 2. Camping program

Fourth, for grade 4, there is a laptop program, where students receive a school laptop and participate in technology training and certification. The aim is to learn the importance of responsibility in using and maintaining technology during the learning and exploration process.

Figure 3. Laptop program

Fifth, for grade 5, there is an immersion program, where students travel abroad, conduct comparative studies, and are temporarily immersed in the school system and daily life. The objectives are to, support character development, enhance independence, self-confidence, and entrepreneurial skills, inspire scientific knowledge and understanding, instill self-confidence, and introduce students to new life experiences in other countries and cultures.

Sixth, for grade 6, there is a Tutoring or Bimbel program, which is a Special Preparation program for the government national exam. The aim is to provide intensive academic attention to students who want to pass the national exam, and help students feel confident and comfortable when facing the exam.

To support the learning program activities, Olifant International Primary School has different teaching and learning methods from other schools. Here are the teaching and learning methods of Olifant International Primary School, namely: First, the exploration method, which allows children to discover new things, new knowledge and understanding through the implementation of daily activities.

Second, the enrichment method, which is integrated with relevant subject matter, extra-curricular programs offer a variety of applied activities to enrich students' learning experience. Third, the entrepreneurial method, which allows children to build curiosity, perseverance, independence, compassion, and awareness of their surroundings.

4. Discussion

The results showed that Olifant International Primary School, First, to prepare students to become good global citizens, Olifant International Primary School applies a combined curriculum between the National Curriculum and the International Curriculum (Cambridge Curriculum) which instills the character of nationalism and love of local culture accompanied by the cultivation of global knowledge in the process of learning activities. Secondly, to prepare students to become global workforce candidates who can compete globally, Olifant International Primary School applies learning methods and learning programs based on strengthening individual and group skills accompanied by strengthening 21st century skills and applying technology in the learning process.

From the two efforts made by Olifant International Primary School, Olifant International Primary School students have the ability or skill to implement and fulfill several needs that are the basis of knowledge and preparation to become good global citizens and as citizens to become prospective workers who can compete in the global world, there are aspects, namely: First, basic needs, every human being has five basic needs that must be fulfilled to achieve happiness and well-being [9]. The development of the era of global competition results in the development of basic human needs. This is marked by the progress of society both in terms of social, cultural, and psychological aspects of society which has an impact on basic human needs which are increasing day by day, so that the government and society strive to meet these basic needs through various empowerment program activities [10]. Olifant International Primary School has implemented and implemented learning programs to instill students' awareness to be sensitive to instill and cultivate good character that is a basic human need, such as in the Lock-In program, Show and Tell program, and others.

Second, environmental issues, are one of the biggest challenges facing humanity today [9]. So that environmental problems are the responsibility of all humans living in the world [11]. The learning process of environmental education should be one of organizing values and clarifying concepts to develop the skills and attitudes needed to understand and appreciate the interpersonal, cultural, and physical environment [12]. Olifant International Primary School has implemented and implemented learning programs to instill students' awareness to be sensitive to environmental problems, such as by organizing camping programs, gardening, and others, which can foster students' awareness to protect and preserve the environment.

Third, fairness, defines justice as a moral principle that requires individuals and society to act fairly and impartially [9]. According to Suseno, justice is a condition of equal treatment of people in the same situation [13]. Olifant International Primary School has implemented and implemented learning programs to raise awareness to get used to behaving fairly, namely through scout activities, and sociopreneur.

Fourth, exploring various cultures is very important in human life. Every village or region has local wisdom and cultural values that are passed down from generation to generation to maintain environmental stability in the area, especially areas that have natural resources [9]. One of the local cultural heritages is intangible cultural heritage [14]. Olifant International Primary School has implemented and implemented learning programs to increase knowledge of local culture and a sense of belonging and appreciation for the local culture of the archipelago to preserve and promote local culture to the national and international levels. Cultivating a sense of love for local culture through Learning gamelan music, and Javanese activities.

Fifth, democracy is defined as a system of government where the people have the ultimate power to exercise social control [15]. It allows citizens to actively participate in the decision-making process and increases government accountability [9]. Olifant International Primary School has implemented and implemented learning programs to instill and cultivate democracy in the learning process through Scout activities, and Reading literacy and circle time activities, selection of class organization, and learning groups.

Sixth, global issues, include a variety of problems that affect the world at large, such as global warming, poverty, international trade, and international security [9]. Therefore, relations between countries in the world not only pay attention to political relations between countries, but also pay attention to other issues, such as economic interdependence, human rights, transnational changes, international organizations, the international system, the environment, and others that become global problems [16]. Olifant International Primary School has implemented

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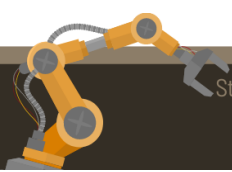
and implemented learning programs to increase students' understanding and knowledge of global issues to maintain and prevent widespread world problems, one of which is through laptop programs, literacy and circle time activities, and immersion programs, where students travel abroad.

5. Conclusion

There are two conclusions to this research, namely, first, Olifant International Primary School prepares its students to be good global citizens through the application of a combined curriculum, between the National Curriculum, and the International Curriculum (Cambridge Curriculum), which uses special learning methods to instill Pancasila character to increase nationalism and love for local culture. Second, Olifant International Primary School prepares its students to become future workers who can compete globally through the implementation of activity programs to foster individual skills and group skills that can foster 21st century skills.

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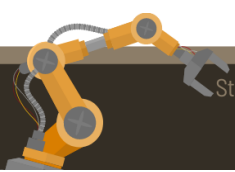
UTILIZING VIDEO-BASED ROLE PLAY IN IMPROVING STUDENTS' SPEAKING SKILL

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Abstract

This study aimed at determining students' speaking skill, describing the implementation of video-based role play in teaching speaking, and finding out students' speaking improvement after being taught by using video-based role play. The study employed Classroom Action Research (CAR) covering four stages, namely Plan, Action, Observation, and Reflection. It involved 18 students of the second grade of the Islamic senior high school in Serang. The result revealed that the students' speaking skill was significantly improved. It can be proven by the students' speaking results in each cycle. In the cycle 1 the minimum score was 59 and the maximum score was 84 while in the cycle 2, the minimum score was 70 and the maximum score was 90. Therefore, it could be concluded that the video-based role play activity was able to effectively improve students' speaking skill. By applying the video-based role play activity, the teachers were able to easily see and analyze the students' weaknesses in speaking skill since the students perform the video-based role play in the classroom to gain some reflections on their speaking performance as well as to explore their ideas and imaginations.

Keywords: speaking skill, video, role play

1. Introduction

The mastery of speaking skill in English is a priority for the second or foreign language learners. Magfiroh, Susanto, & Setyorini (2022) declared that the primary goal of learning foreign language is to master speaking. When the learners are able to speak fluently in their target language, the learning process is successful.

Luoma (2004) stated that when people hear someone speaks, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgements about the speakers' personality, attitudes, home region, and native/nonnative speaker status. As speakers consciously or unconsciously, people use their speech to create an image of themselves to others.

Furthermore, speaking is part of communication which is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas (Mcpheat, 2010). As human beings who live in this era, speaking English is extremely needed as the communication tool to fulfill the need of communication among people.

Speaking is a complex skill in learning English as a foreign language. It involves many aspects of linguistics, such as structure, vocabulary, pronunciation, etc. The students are challenged to master some linguistics aspects to be able to speak English. Harmer (2001) conveyed that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

Susanti (2007) declared that in learning speaking skill, the students often find some problems. The problem frequently found is that their native language caused them difficult to use English. Other problem was related to lack of motivation to practice English in daily conversation. In addition, lack of vocabulary and unconfidence might become the primary problems in learning English speaking skills.

Based on the preliminary research conducted in one of the Islamic senior high school in Serang where the research took place, it was revealed that most of the students considered English as the most difficult lesson to be learnt, specifically Speaking. They told that they actually understood when the teacher explained the material or asked questions in English; however they got difficulties to answer in the same way. Lack of vocabulary became the significant obstacle for practicing their speaking. It can be understood since they are not accustomed to speaking English in their daily lives.

Furthermore, the teacher declared that the students were not confident, shy, and afraid of making mistakes when they are speaking. It was caused by the unsupportive environment. In fact, when there was a student speaks English, other students usually do mocking by imitating the words produced by the speaker. The condition made the students reluctant to speak up.

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Regarding to those problems, teachers are challenged to create the learning process, specifically listening skill to be more interesting and interactive. So, the students will be fully enganged in the learning process and more facilitate students to practice their spoken language, and boost students' motivation in using English. As stated by Hattings cited in Susanti (2007), the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation. One of the advantages of using role play is that it could provide the opportunity to practice vocational skills (e.g. meeting skills) in a non-threatening environment and to gain an insight into a typical professional activity (Amstrong, 2003).

There have been many researches related to teaching speaking by using role play activity. Susanti (2007) exposed that role play was very important in teaching speaking because it gave students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it allows students to be creative and to put themselves in another person's place for a while. This is supported by the research conducted by Junariyah in which it was revealed role play could improve students' speaking skill. It was proven by the significant different score between pre-test and post-test in which the students' score in post-test drastically increased. Moreover, Magfiroh, Susanto, & Setyorini (2022); Ramadhan, Sudjoko, & Yundayani (2020) conveyed that the role play technique could improve students' speaking skill. It was claimed as a good and easy technique to help students in developing and organizing their ideas in spoken language.

Eventhough there are many researches discussing role play used in teaching speaking, but they did not cover it in the digital way. To fill this gap, the researchers tried to utilize the use of technology in teaching speaking by conducting the role play based video. Therefore, this study aimed at determining students' speaking skill, describing the implementation of video-based role play in teaching speaking, and finding out students' speaking improvement after being taught by using video-based role play.

2. Method

The study used Classroom Action Research (CAR). Kemmis (1983) as cited in Hopkins (2008) declared that Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development. Simply stated, action research is a systematic process of solving educational problems and making improvements. In line with the objectives of this study, this method is the most appropriate to be used in which the speaking problems faced by the students would be solved by applying the role play based video and it would be improvement in their speaking skill. The CAR used in this study was proposed by Steven Kemmis and Mc Taggart (1988) consisting four phases, namely planning, action, observation, and reflection that is described on the below figure.
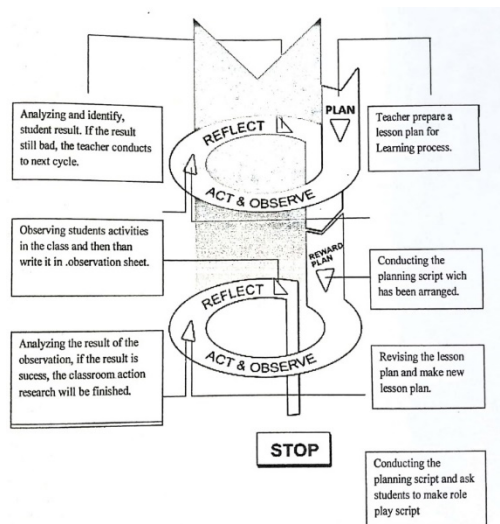

Figure 1. The Phases of CAR

The CAR was conducted in 2 cycles. It was applied to the second grade students of the Islamic senior high school in Serang consisting of 18 students. The data were gathered by giving the spoken test, doing observation,

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and conducting interview. The spoken test was used to measure the students' speaking test. The observation focused on how to teach speaking by using role play based video as teaching technique in improving students' speaking skill. The interview was conducted to the students, English teacher, and the head master in order to get the information related to the level of students' speaking skill and their problem in learning speaking. Then, the data obtained were analyzed by classifying the students' spoken test, computing the percentage, describing the data, and interpreting the data.

3. Results

After conducting the CAR by using video-based role play, there have been found some facts about the students' achievement in speaking. The implementation of CAR was divided into 2 cycles. In cycle I the students made a script of role play using expressions of love, then they did the role play in the classroom while the researchers recorded their performances by using video. After doing evaluation of learning process and test, it was continued to the cycle II to make a role play script using expressions of embarrassment then performed it like in the first cycle.

Cycle I

Planning

Before doing the research in the classroom, the researchers planned to get legal permission from the school to conduct the research. Then, the researchers did observation and interviewed the students and teacher to know how the teaching and learning process of English lesson. Based on the result of the interview, the students' speaking problems were identified. Then, the learning strategy was set by using video-based role play. The instrument and evaluation tool of students' speaking skill was designed in this phase as well.

Action

In this phase, the video-based role play was implemented. Firstly, the students were motivated to increase their passion in speaking English, so they did the role play happily. It was continued by the session of explaining the materials of expressing love and telling the procedure of playing a role play. Before performing the role play, the students were given time to make the script based on the clues provided by the researcher. The next step was the students performed the role play in front of the class and it was recorded.

Observation

In this phase, it was found that the students' performances were very reluctant; therefore, their scores also were very low. They were still so shy played a role play in front of camera, they also felt confused about grammar and pronunciation. They played the role play enjoyably however the soul on the performance could not be seen since they had to memorize the script and the body language at once. Lack of confidence also occurred.

Table 1. The Result of Students' Speaking Test in Cycle I

No	Name	Score
1	ARD	84
2	ARF	59
3	DAA	65
4	FA	62
5	FKF	66
6	FNA	72
7	LAU	62
8	LS	68
9	MM	84
10	NH	70
11	SA	65
12	SM	78
13	SP	70
14	SS	65
15	SSF	70
16	TM	76
17	VH	82
18	YL	65
Total		1263
Average		70,1
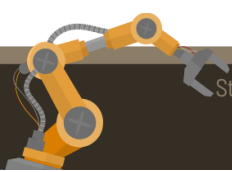
The table shows the students' speaking score. It can be seen that the lowest score is 59 and the highest score is 84. The average is 70,1 and it is classified into fair level.

Reflection

The activity in the first cycle did not run too well since it took much time to do the role play. Another problem was that most of the students were commonly still confused to express their ideas and perform them in the role play. They also used inappropriate words in speaking and made some grammar error. Therefore, there would be tactics to use the time as maximum as possible and explanation of grammar theory for the next cycle.

Cycle II

Planning

Cycle II was done in accordance with the result of the cycle I. In this cycle, the learning scenario was revised in which the materials are related to expression of embarrassment. The students were provided vocabulary related to the topic given and grammar theory used in the script of the role play.

Action

In this phase, the students were given the explanation of the materials related to the expressing embarrassment and some words related to the materials. Then, the students were asked to work in group to create the script and perform the role play. The performance was recorded in the form of video.

Observation

After doing the cycle II, it was shown that there was improvement in the students' speaking skill. The students looked more enjoyable in doing the role play. They gave more active responds for every explanation. They looked very enthusiastic and followed the instruction. They also reduced their grammar error by choosing and arranging the appropriate sentences in their scripts and performances. The improvement could be seen clearly from the students' speaking result in this cycle. The result showed that the maximum score is 90, the minimum score is 70 and the average score was 78 and it is classified into good level.

Table 2. The Result of Students' Speaking Test in Cycle II

No	Name	Score
1	ARD	89
2	ARF	68
3	DAA	74
4	FA	70
5	FKF	72
6	FNA	80
7	LAU	71
8	LS	76
9	MM	90
10	NH	78
11	SA	73
12	SM	86
13	SP	78
14	SS	73
15	SSF	78
16	TM	83
17	VH	90
18	YL	75
Total		1404
Average		78
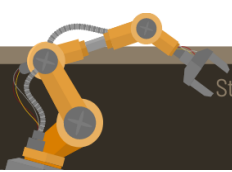
Reflection

The activity in this cycle weemed more active than in the first cycle. The students were much more confident in their speaking performances. It could be concluded that using video-based role play was the effective way to improve students' speaking skill.

4. Discussion

Having implemented the video-based role play in teaching speaking and analyzed the students' speaking skill in each cycle, it was revealed that there was good improvement in students' speaking skill. The detailed description can be seen on the following table.

Table 3. The Comparison on Students' Speaking Result in the Cycle I and Cycle II

	First Test	Second Test
SUM	1263	1404
MIN	59	70
MAX	84	90
AVERAGE	71	78
LEVEL	FAIR	GOOD

The table shows that the students' achievement in speaking improved from 1262 to 1404. In other words, role play based-video activity can improve students' achievement in speaking. This result was in line with the research result conducted by Junariyah. In her CAR applied to junior high school students, it was found that the students' speaking skill before giving treatment by using role play was less. The students could only reach a minimum requirement. Whereas, the students' speaking skill increased after they were given the treatment.

Furthermore, the result of this study supported the result research conducted by Susanti (2007). In her pre-experimental research, it was proven that after being taught by using role play, the students' speaking score was better. This is in line with the result research conducted by Magfiroh, Susanto, & Setyorini (2022); Ramadhan, Sudjoko, & Yundayani (2020).

As stated by Nikmah & Zam Zami (2019), during the learning process by using the role play the students enjoyed it by making dialog freely and they could express their talent in speaking. The role play also could enhance their confidence. The ideas were definitely proven in this study.

Regarding to those findings, this study can enrich the research treasures or exposure on speaking skill and strengthen the theories that by utilizing or implementing the role play activity can improve students' speaking achievement. The activity can be modified or developed in accordance with the need of the research and the development of era. Therefore, this study developed the role play which was based on the video.

5. Conclusion

Based on the results presented previously, it could be concluded that the use of video-based role play in teaching speaking could be able to improve the students' speaking skill. It was proven by the results of the students' spoken test in cycle I and II. In addition, for the future researchers who are interested in doing the similar research classroom action research can be done in more than 2 cycles in order to get the significant data for the improvement result or to modify the research design in the experiment way.

Acknowledgement

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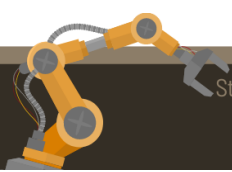
THE DEVELOPMENT OF ELECTRIC VEHICLE SIMULATOR AS BASIC SCIENCE INSTRUCTIONAL MEDIA FOR ELEMENTARY STUDENTS

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Abstract

Efforts are made to encourage learning for elementary school children to develop critical reasoning abilities and creativity. To achieve this, it requires the support of various learning components, such as contextual learning media. However, so far, there are still various problems with learning media, such as variety and adequacy of quantity. This research aims to: determine the need for electrical and magnetic learning media for elementary school children; design simulator media for elementary school learning on electrical and magnetic material; and develop simulator media to support electricity and magnetism learning for elementary school children. This research is of the research and development type with a 4D model. Data collection was carried out through needs analysis using interviews and open questionnaires. Product quality testing was carried out using expert assessments and user responses. Media development needs are based on the characteristics of elementary school students in basic science learning, the desired competency level, level of experience, concepts developed, types of media, and forms of media developed. 2) Simulator media design in the form of a Tamiya children's toy model, which is packaged in the form of an educational display oriented towards electricity and magnetism, 3) The resulting product is a Tamiya car simulator that shows electrical components and displays electrical quantities. The simulator medium was declared feasible by experts and received positive responses from elementary school teachers. In future research, it is necessary to test the effectiveness of the media developed for learning in schools.

Keywords: Electricity, learning media, electric cars, elementary schools, simulators.

1. Introduction

The development of information and communication technology has indirectly shifted children's kinesthetic activities and social interactions since the 1990s. Games at that time were able to stimulate children's creative powers and critical thinking through various forms of activities such as assembling games, cooperation, and other forms of social interaction that were indirectly formed within them. This is different from today, where most children's games are available in digital form. They don't have to leave the house and can spend hours enjoying every game available on their devices. In the United States, more than 1,000 parents have reported that their children under 6 years old spend an average of 1.56 hours per day playing digital games and only 39 minutes of time for reading [1]. In the study, it was found that 36% of children live in homes where the television is constantly on, and 45% of parents use television to keep their children busy when they have important work to complete. Meanwhile, in Indonesia, the average child will play games every week for 4 to 7 hours in 2021. [2]. Apart from playing games on a technological device, the use of technology in the form of cell phones causes school-going children to ignore their surroundings and become busier with their own world [3].

In one study, increasing age was associated with decreasing physical activity in children [4]. Research related to the use of technology has linked many negative things to lack of attention, aggressive behaviour, lack of physical activity, obesity, and sleep problems in preschool and school-age children. Excessive use of digital technology causes children to use their time inefficiently. Attention should also be paid to the cognitive and emotional effects that technology has on children's development [5]. Excessive technology use in early childhood has been found to be associated with cognitive, language, and social/emotional delays [6].

In fact, the integration of digital technology into children's daily lives and its influence on cognitive, emotional, and social development can be maximized. Technology offers many opportunities for children to play, explore, and learn [7]. Moreover, the current technological development situation is very fast, and it will be a challenge in the future for children to understand this technology well. One of them is electric car technology, which is predicted to mushroom in Indonesia in the future. However, so far, the concept of electricity and its application is still widely taught in relation to the use of electricity for lights only in basic science learning in elementary schools. Meanwhile, learning media that can support learning about the use of electricity for electric cars do not yet exist.

Science learning in elementary school is also expected to develop students' critical reasoning abilities. Various subjects have been supported with various physical activities through various experiments and simple

practicums. The lessons provided should be able to support the development of students' cognitive, psychomotor, and critical reasoning abilities. However, with the limitations of learning media so far, broader efforts are needed to provide learning resources for students related to the development of technology that is currently developing and will be used in the future, such as the concept of using electricity for transportation such as electric cars. Based on these conditions, it is necessary to develop learning media for elementary school children that can facilitate the use of electrical energy not only for lights but also to support transportation, such as the electric car concept. Therefore, this research aims to: 1) analyse the need for developing media simulators for utilising electrical energy in electric cars for elementary school children; 2) design media simulators for utilising electrical energy in electric cars; 3) determine the results of media simulator products; 4) determine the feasibility of simulator products; and 5) know the teacher's response to the simulator media being developed.

2. Method

a. Research procedure

This research uses research and development (R&D) methods. The stages carried out include: 1) needs analysis; 2) design; and 3) product development. Needs analysis activities are carried out by determining the product criteria to be developed by adapting the steps in the 4D model [8]. Design activities are carried out by designing the product to be developed based on the results of the needs analysis. The development stage is carried out to realise the design created and assess the feasibility of the product being developed. Apart from that, this stage also allows for responses from learning media users, namely science teachers in elementary schools.

b. Research subject

The subjects of this research were elementary school teachers who supervise class V and VI students from elementary schools in the Special Region of Yogyakarta. The number of respondents to the needs analysis was 40 teachers who were given questionnaires and 5 people as interview participants. Apart from that, other research subjects were 3 experts in the field of elementary education and learning media who contributed to the development of product design and development.

c. Data Collection Techniques and Instruments

This research data collection method uses a questionnaire method, including both open and closed questionnaires and interviews. Questionnaires were given to teachers at the needs analysis stage to find out user responses to the products being developed. Interviews were conducted at the needs analysis and product design stages with teachers and experts.

c. Data analysis technique

The data analysis techniques used in this research are based on the objectives of each development stage that have been determined. The data analysis technique for each data collection is carried out using qualitative and quantitative analysis with descriptive statistics.

3. Results

In accordance with its objectives, this research is directed at finding out the need for electrical learning media for elementary school children, designing learning media, developing learning media, finding out the feasibility of learning media, and knowing user responses to the learning media being developed. Each is explained below.

a. The need for developing electric car technology simulation media in elementary schools.

Important information for identifying the need for developing simulator media was obtained from questionnaire data from 40 teachers and interviews with 5 elementary school teachers in the Yogyakarta area. Identifying the need for electric car technology simulator media in elementary school and adapting the Define stage in the 4D development process by Thiagarajan [8]. Some of the aspects obtained include front-end analysis, learner analysis, task analysis, concept analysis, and specifying instructional objectives.

1) Front-End Analysis

Based on the results of qualitative data analysis of open questionnaires and interviews with teachers, the results showed that several obstacles that arise in learning basic science in electricity include: students who are less active, limited teaching aids, inappropriate learning media, difficulty understanding concepts, requiring it takes a long time for students to understand, the material is difficult, the perception of electricity is difficult, students are less enthusiastic, and the nature of electricity is considered an abstract material.

2) Results of learner analysis

The results of learner analysis are needed to determine the characteristics of elementary school students when learning basic science, especially electricity. These results are seen in the aspects of competency level, experience, behaviour, what students like, language, and skills that students have. Based on the results of the analysis of questionnaires and interviews, it was found that basic science learning in electricity for elementary school children is studied in grades 5 and 6. In addition, from the results of qualitative data analysis, it was found that several learning methods tend to be preferred by students, such as project-based learning, experiments or inquiries, and demonstrations, because they are considered to provide direct experience and challenges to students. Apart from that, according to the teachers, the media used tends to be real media, which leads to concrete experiments. Judging from the learning media that students like, the research results show that the media most liked by elementary school students are real media, videos, simulators, and basic science teaching aids.

3) Task analysis results

Based on the results of the analysis of the SD Science Learning Objective Flow (ATP), it is known that there is several materials that needs to be studied related to the topic of electricity, such as electrical energy and its application in everyday life and energy saving. Based on the results of questionnaire data analysis, the description of the level of competency that students need to master is at the level of just knowing, understanding principles, understanding application examples, and putting together a series. This shows that electric car technology simulator media must be able to facilitate learning according to the required level of competency. Apart from competency, the level of experience also needs to be known. The level of student experience in electrical material that needs to be taught to elementary school students is not just looking, but also being able to install components, assemble components, and even assemble components. Thus, the application of electrical learning media for elementary school children needs to reach this level of competence and experience.

Judging from the material, based on the results of qualitative analysis from open questionnaires, the concepts developed in this learning include:

1) Understand the concept and apply it daily through direct practice

2) Know the definition, how it works and examples of objects and their functions as well as their application in everyday life

3) Types of electric charge, energy sources, electrical energy conversion

4) Try and implement components

5) Make a simple electrical circuit

6) Create electrical circuits

7) Demonstrate the properties of magnetism

8) Mention sources of electrical energy

This is also a concept criterion that must be mastered by students so that the level of knowledge and skills they want to achieve can be facilitated in the medium being developed. Thus, the learning objectives that need to be achieved through the media developed include:

1) Students can identify electrical phenomena in everyday life.

2) Students can compare the types of electrical circuits used in everyday life.

3) Students can assemble electrical components in an electric vehicle simulator.

b. Media Design

Based on the results of the needs analysis, several aspects of the needs revealed include media types, media forms, and display/media features.

1) Type of media that needs to be developed

Based on questionnaire data, there are several types of media that are deemed suitable for use in teaching electrical material to support the development of students' creativity and critical reasoning abilities. This can be seen in figure 1.
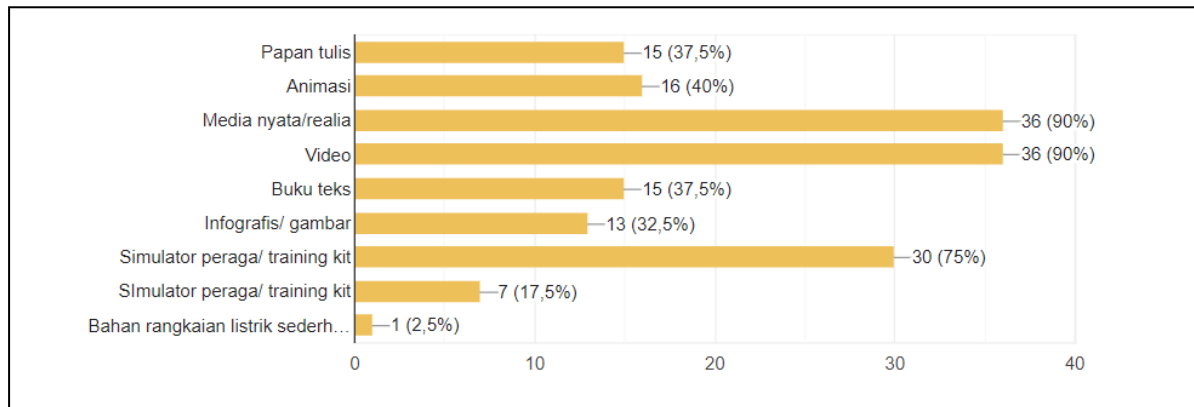
Gambar 1. Learning media that is considered suitable for teachers

Figure 1 shows that the types of media that are considered suitable for teaching basic science to elementary school children are real media, videos, and simulators or displays.

2) The form of media developed

The results of the data analysis show that the criteria for the form of learning media for electric car technology simulators developed for elementary school children need to meet the following criteria:

a) Media that is appropriate to current developments

b) Make a simple electrical circuit

c) Real and interesting, but simple

d) Include a usage guide

e) Form a game or experiment

f) Real displays that can be disassembled and assembled

g) Relevant to the environment

h) Attractive appearance/replication

i) Digital based

j) Kits for projects

k) Easy to assemble

l) Introduce the terms electricity and magnetism

The results of the data analysis of questionnaire data and interview results show that the model or simulator that needs to be developed specifically needs to have the following features:

a) Starting from how the magnet in the Tamiya dynamo works, it creates electrical energy to move the Tamiya toy wheel

b) In accordance with children's instincts, namely toy cars using simple electricity

c) In the form of a toy/miniature model

d) Assemble/assemble Tamiya toys/electric cars then play with them

e) Easy to disassemble, reassemble and modify by students

f) Interactive, modern, sophisticated, and playable

g) Show how it works.

Based on several design criteria and specifications that have been defined above, the design of the electric car simulator learning media model for teaching electricity and magnetism can be seen in Figure 2.
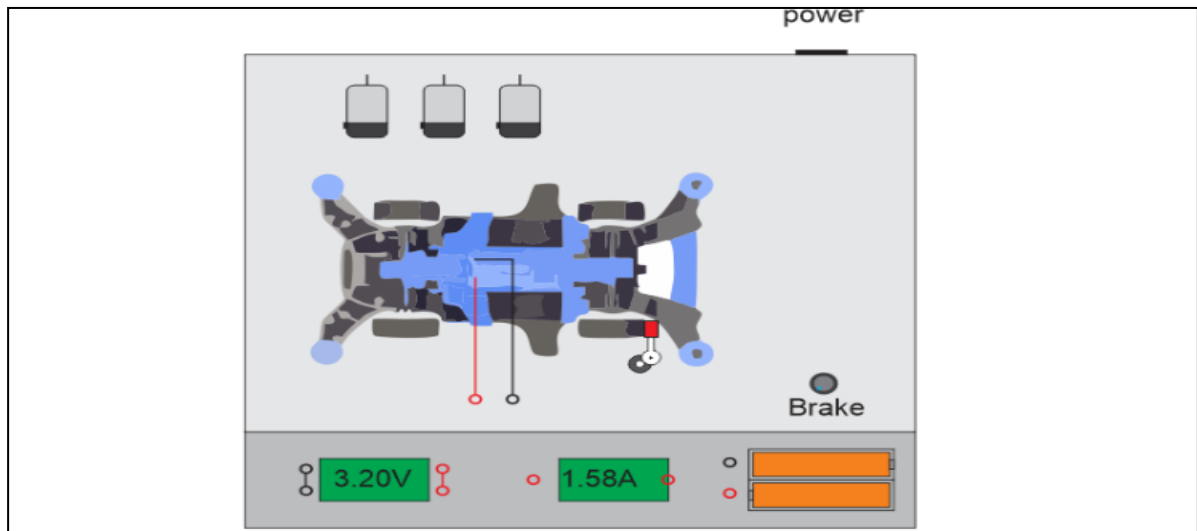
Figure 2. Design of electric car simulator media for learning electricity and magnetism for elementary school children

Gambar 2 menunjukkan bahwa bentuk desain Simulator media includes the Tamiya model as the main learning medium. With this Tamiya model, it is possible for learning to be directed to a more enjoyable atmosphere because students are exposed to a toy model for their age. Apart from that, the media design developed also shows several features, such as the presence of several panels to view electrical parameters such as electric voltage, electric current, and wheel rotation speed. Apart from that, students are encouraged to have cognitive and psychomotor experience in assembling the main electrical components, such as batteries and electric motors of various types, so that they can see the differences in the wheel rotation performance. The display model is also designed to be easy to move and store. To design this learning medium, elementary school learning experts were also involved, so that various inputs were obtained, such as the following:

1) Parts of the media need to be provided with detailed information.

2) There needs to be a usage guide that teachers can use.

3) Supporting equipment needs to be included to complete the product to be developed.

c. Results of the development of the Electric Car Technology Media Simulator

Based on the design results that have been made, the next step is the realisation of the design to create a media simulator. The results of the media developed can be seen in Figure 3.

Figure 13. Results of electrical and magnetic simulator media products

Figure 3 shows that the results of media development are in accordance with the design. The simulator product consists of several parts, namely the Tamiya toy model, battery power supply, electric motor, and several displays indicating basic electrical quantities, such as voltage, current, and wheel rotation. The simulator

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construction is made on a stand made of acrylic material, so it looks attractive and is safe to use. The simulator has a feature to change the battery used as well as the electric motor on the Tamiya toy. So that students can find out changes in the values of basic electrical quantities on the display provided. With this display, it is hoped that students can begin to understand various basic electrical quantities. Apart from that, students can get the idea that electrical energy can be used to drive vehicles, just like the current transportation trend, which is towards electric car technology. The learning media developed can be used by teachers with various learning models or strategies, such as project-based learning and inquiry learning. With this medium, it is hoped that it can facilitate students to study electricity and magnetism contextually and introduce electricity in everyday life according to the latest technological developments, namely electric cars, in a fun way. The results of the products that have been developed are then also assessed by experts, namely elementary school learning experts, to validate them from the material side and from the media side.

d. Feasibility of Electric Car Technology Simulator Media

The feasibility of electrical and magnetic simulator media replicating the Tamiya model to support basic science learning in elementary school on electrical and magnetic material was obtained from an assessment by experts. A total of three experts assessed the media products being developed. Apart from that, experts also provide input regarding media products. The results of the feasibility assessment for the electrical simulator media product being developed can be seen in Table 1.

Table 1. Results of product feasibility assessment

No.	Aspects	Score	Category
1.	Appearance	3.95	Very worthy
2.	Material	4.00	Very worthy
3.	Technical	3.95	Very worthy

Based on the results of the feasibility assessment of the electrical learning media being developed, the media has met the very high feasibility aspect (very feasible), so that it can be used to support the implementation of basic science learning in elementary schools. Apart from that, there are several inputs obtained by experts, including:

1. The cable socket section should be given a code.
2. In the teacher's manual, clear information should be provided containing more detailed instructions for use, including stringing the cables.
3. The safety of media use must be ensured
4. Formula cards need to be included to support learning media.

The results of this feasibility assessment are also the basis for making improvements or revisions to the products developed in accordance with expert suggestions and input.

e. Teacher Responses about Electrical and Magnetic Media Simulators for elementary school children

The results of the products that have been developed are also asked for responses from elementary school teachers. Several aspects obtained include: the learning potential of electricity and magnetism, which supports students' critical reasoning abilities; the suitability of developing educational models to develop students' critical reasoning abilities; the suitability of developing educational models to develop students' understanding of the application of electricity in everyday life; the suitability of developing educational models in the form of Tamiya toy models to develop students' psychomotor skills; and the suitability of developing educational models to develop students' cognitive abilities.

Based on the teachers' perceptions, it was identified that learning electricity with this medium can build critical reasoning skills for elementary school students; namely, 60% of teachers agreed and 40% strongly agreed. This is due to several reasons: fostering creativity through practice with real objects, being able to play games that lead to lessons, increasing students' curiosity, developing students' analytical power towards problems, learning with direct experience, searching for answers independently to a problem, trying new things, teaches to assemble electrical components, presents complex material, prepares practical materials and presentations in projects,
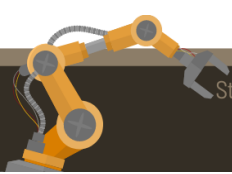
solves problems by discussing together, tries to find solutions to difficulties, analyses and discovers the properties of magnetism and electricity, develops electrical logic skills, and In addition, teachers believe that the learning media developed can support the development of critical reasoning skills, understanding of applications in everyday life, the development of students' psychomotor skills, and the development of students' cognitive aspects.

4. Discussion

Basic science learning in elementary schools is very important for building critical reasoning skills and training students' analytical skills. In addition, subjects can develop basic knowledge of science. Moreover, the young generation in the future will be faced with current technological developments that are developing rapidly, such as electrical technology. Therefore, it is necessary to develop basic science knowledge for elementary school students that is oriented towards the application of the latest **technology through representative learning media.**

The results of the analysis of the need for developing basic science learning media on electricity for elementary school children show that the need for developing electrical simulator media for elementary school children includes the type of learning media used, namely simulators or training kits; competencies taught; level of material taught; form and features of simulator media; as well as suggested learning strategies. Elementary students indicated that they liked simple practicums through experiments to learn basic science. Students' interest in practicum will provide benefits for learning. The benefits of implementing practicum in learning are that it helps teachers combine three learning domains (cognitive, affective, and psychomotor) [9]. Apart from that, practicums using learning media can support students' level of mastery of competencies as needed [10].

The electric car simulator product in this children's toy model is a learning media model that has been developed further than basic electrical science learning media with just a series of lights. Therefore, it is hoped that the electric motorbike simulator product, which is packaged as a basic science learning medium for elementary school children can become an effective learning medium. As stated, [11] that teaching basic science with improvised learning materials can add equivalent value to student performance with standard equipment. More than that, the use of learning media in the basic science learning process can be used to convey important points from the teaching material so that it can reduce teacher and student stress. [12].

Electrical simulator media products for elementary school children are made in the form of simulators or educational displays consisting of Tamiya toy model parts, battery power supplies, electric motors, and several displays indicating basic electrical quantities, such as voltage, current, and wheel rotation in a stand. with a feature to change the battery and electric motor on Tamiya toys so that students can find out changes in the values of basic electrical quantities on the display provided. Learning media can support various innovative learning methods used by teachers as models and strategies that students like, such as project-based learning and inquiry learning. Innovative learning, such as project-based and cooperative learning, is even believed to support literacy competence, social and emotional competence, and empathy [13]. In fact, the inquiry model is believed to be able to encourage the nature of scientific abilities [14]. Decent simulator media has also been produced in this research. Apart from that, teachers gave positive responses to the contribution of learning media in supporting the development of critical reasoning abilities, creativity, cognitive and psychomotor aspects, and the ability to apply electricity in everyday life. This can support other research suggesting that teachers consider reasoning mapping, group discussions, and active learning as practices that encourage critical thinking among students [15]. Thus, the electric car technology simulator media for elementary school children is aimed at encouraging basic science learning in elementary schools and supporting fun learning for students.

Acknowledgement

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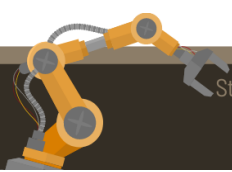
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IMPLEMENTATION OF AUTOMATIC FILLING AND SEALING MACHINE FOR PACKAGED DRINKING WATER AT TAHFIDZ AL BAROKAH MERAPI ISLAMIC BOARDING SCHOOL

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Abstract

This study aimed to develop an automatic filling and sealing machine for packaged drinking water at Pondok Pesantren Tahfidz Al Barokah Merapi, Magelang. The method employed in this study involved the design and development of a product with guidance. The design and development were focused on the filling and sealing machine for packaged drinking water, which was equipped with Internet of Things (IoT) technology. The results of the study demonstrated the availability of an automatic filling and sealing machine for packaged drinking water based on IoT at Pondok Pesantren Al Barokah Merapi. Several administrators and students of Pondok Pesantren Tahfidz Al Barokah Merapi were able to operate the machine to produce packaged drinking water.

Keywords: filling machine, IoT, water, sealing machine

1.   Introduction

In Indonesia, Islamic boarding schools are one of the educational institutions where students live together and study under the guidance of teachers. Al Barokah Merapi Foundation is one of the Islamic boarding school institutions in Indonesia, specifically catering to children in the vicinity of Mount Merapi, particularly in Magelang, who were affected by the eruption of Mount Merapi in 2010. As of now, there are over 120 students residing in the boarding school. This boarding school manage their activities with financial support from donors. However, the amount of assistance from donors is not consistent each month. This results in less than optimal activities being carried out by the boarding schools. Therefore, the boarding school need to establish business units or engage in entrepreneurship to generate additional income and meet their daily needs by utilizing the available resources.

Entrepreneurship within the Islamic boarding school environment can be pursued in various ways, such as starting businesses in agribusiness, culinary, handicrafts, services, and others. Some boarding schools in Indonesia have the potential to generate additional income for the institution. These potentials include natural resources and human resources. Natural resources that can be utilized include the availability of clean water in the vicinity of the boarding school. Boarding schools can provide drinking water services to the local community by producing bottled and packaged drinking water.

The water available around the boarding school can be utilized as drinking water as long as it meets the requirements. For example, a study conducted by (Setiadi & Yudo, 2019) involved building and designing a drinking water treatment unit ready for consumption by reducing high levels of Manganese (Mn) to meet the drinking water quality standards set by the Ministry of Health.

Meanwhile, community empowerment within the Islamic boarding school environment through the potential utilization of water resources for marketing through packaged drinking water products is carried out using technology for promotional tools that combine traditional and online media, as conducted by (Sujoko et al., 2020)

The issue that arises in Islamic boarding schools when producing packaged drinking water is the unavailability of machines for filling and sealing the water into the containers, as the machines on the market are expensive. Machines for filling and packaging packaged drinking water come with various manual and automatic operations. The use of automatic machines can be implemented in boarding schools to ensure that the activities of the students and school administrators can proceed without the need for constant manual operation. Research conducted by (Rumalutur & Allo, 2019) utilized the Arduino Uno Rev 1.3 microcontroller for the automated control system of liquid filling and bottle sealing.

The advancement of technology in the era of the fourth industrial revolution, particularly in the field of the Internet of Things (IoT), can also be utilized to facilitate remote equipment monitoring. One such application was carried out (Aprinaldi & Saputra, 2021) for an IoT-based hemodialysis machine using the MQTT protocol. With the use of IoT technology, the fluids such as acid and bicarbonate during the blood washing process can be

monitored, reducing the risk of running out of these fluids during the dialysis process. Based on these considerations, community empowerment in Islamic boarding schools especially at Pondok Pesantren Al Barokah through the utilization of abundant natural resources such as water sources can be achieved by creating and developing IoT-based machines for filling and packaging bottled drinking water.

2.   Method

The methods used in this research include planning, equipment and component procurement, product creation, and product application development and training.

During the planning stage, problem identification and potential assessment in the Islamic boarding school environment are conducted. Scheduling and activity design are also prepared during this phase. Additionally, the initial design of the bottled water filling and sealing machine (AMDK) is carried out.

The next stage is the procurement and purchase of equipment. During this phase, the purchase of tools and materials, along with the necessary components, for the implementation of the community service activities is carried out. The equipment mentioned includes tools and facilities for producing packaged drinking water. Fig.1 shows several materials used to build an automatic machine for filling and sealing bottled drinking water.

Water pump
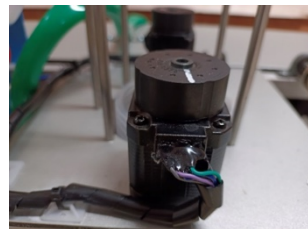
Servo motor
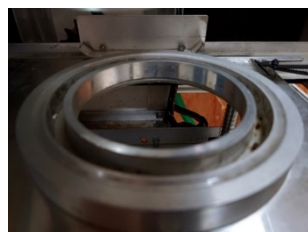
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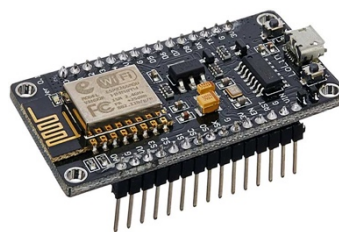
NodeMCU

Figure 1. Several examples of materials for making filling and sealing machines

The stage following the procurement of equipment and materials (components) is the fabrication of the hardware for the bottled water filler and cup sealer machine. The equipment will be manufactured in accordance with the design developed in the previous stage. The development of the bottled water filler and cup sealer machine will involve the implementation of IoT technology. The application of IoT to this equipment will be beneficial for partners, as it will allow them to monitor the production generated online and in real-time using a smartphone from anywhere, as long as they are connected to the internet.

The software development stage is carried out by utilizing available free IoT platforms. The IoT platform used in the development of the filler and cup sealer is Thingspeak. ThingSpeak is an open-source IoT platform and API for storing and retrieving data from devices using the HTTP protocol over the internet or a Local Area Network. Implementing ThingSpeak in the filler and cup sealer enables remote monitoring of the equipment via the internet using IoT technology. The aspects monitored on the filler and cup sealer machine include the production output and the machine's status.

The testing of the bottled water filling and sealing equipment is conducted in the Automation Laboratory of the Department of Electrical Engineering Education, Faculty of Engineering at the Universitas Negeri Yogyakarta (UNY.
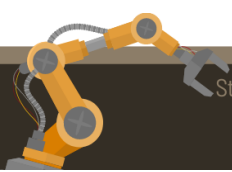
3. Results

In general, the implementation of the development of IoT-based bottled water filling and sealing machine has been running well. Fig. 2 shows the flowchart of the process of filling and sealing bottled water using the developed machine.
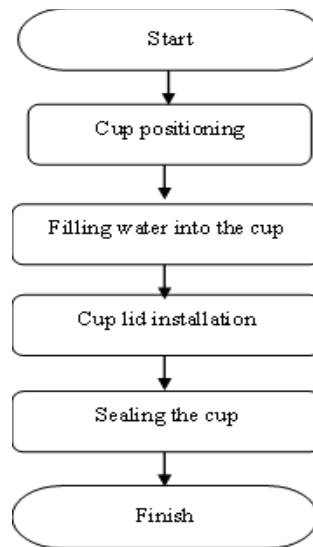
Figure 2. Flowchart of the process of filling and sealing bottled water using the developed machine

First, the cup is placed in the cup holder as can be seen from Fig. 3. Then, the cups will fall one by one based on a single production cycle automatically in a movable cup placement. The process of cups falling one by one is controlled by mechanical sensors and an actuator in the form of a servo motor.
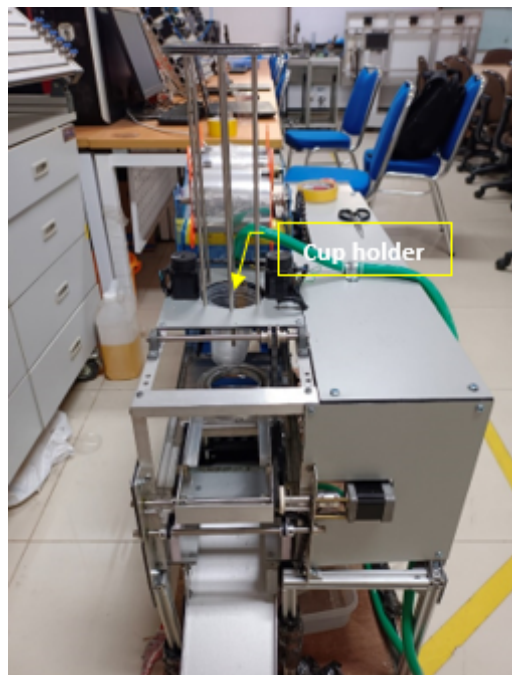
Figure 3. Cup holder in the developed filling and sealing machine

Next, the cup will be filled with water automatically. The water filling process is carried out by directing water from a reservoir to the plastic cup. The water filling in the cup is determined using a timer to ensure that the volume that enters the cup matches the desired amount.

After the cup is filled with water, the plastic lid (cup lid) is automatically installed. In the machine, there is a plastic lid roll sensor that functions to place the cup lid in the correct and precise position. The automatic installation is done by pulling the plastic lid roll using a roller driven by a DC motor. In addition to pulling the

plastic lid roll, the roller is used to roll up the lid obtained from the sealing process. Fig. 4 shows the installation and replacement of cup lids before it used by machine automatically.

The sealing process is carried out by using a heater between the plastic lid and the plastic cup, which is pressed or compressed by the heater at a temperature between 150-180 °C. Once both parts are sealed, this device will automatically cut in a circular manner, resulting in a tightly sealed cup with plastic. In the pressing process, the up and down movement of the heater is driven by a stepper motor with a specific gear ratio, and the duration of the pressing process is controlled by a timer.

Figure 4. Installation and replacement of cup lids

The cup sealer machine is equipped with IoT technology with the purpose of serving as an automatic counter for the items that have been successfully produced. The number of items produced, and the machine's status can be monitored through a smartphone or a computer connected to the internet as can be seen from Fig. 5 This allows the operator to work on other tasks without having to be always near the machine.
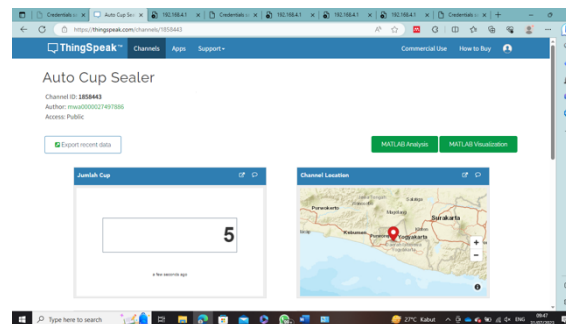
Figure 5. The data displayed on ThingSpeak after the machine is used

Table 1. shows the test results of the developed machine. There are 5 parts or processes that were tested in the development of this machine. All five parts or processes are functioning well.

Test results of the developed automatic filling and sealing machine

No.	Parts/process	Works	
		Yes	No
1.	Cup Positioning	✓	
2.	Filling water into the cup	✓	
3.	Cup lid installation	✓	
4.	Sealing the cup	✓	
5.	IoT	✓	

Fig. 6 shows packaged cups produced from the developed machine. The developed machine is capable of producing packaged cups effectively. The plastic cap adheres well, ensuring that the water inside the packaging is safe for consumption.

Figure 6. Packaging results of drinking water from the developed filling machine and cup sealer

4. Conclusion

An automatic filling and sealing machine has been developed to produced AMDK in the Pondok Pesantren Al Barokah, Magelang. The machine consists of the cup positioning unit, the filling water unit, the sealing unit and the IoT unit. The machine has been tested and implemented successfully in the Pondok Pesantren Al Barokah, Magelang.

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VALIDATION OF ETHICAL THRESHOLD INSTRUMENT

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Universitas Negeri Yorgyakarta

Abstract

Research on ethics is a broad and interdisciplinary field that explores moral principles, values, and decision-making processes. However, the research related to the measurement and assessment of ethics can involve the development of instruments or tools to gauge ethical behavior, attitudes, or values that are broadly various. Conducting research on ethical instruments can help organizations, researchers, and policymakers better understand and address ethical issues. However, the study of ethical threshold is likely limited. This study explores the ethical perspective of Islam and creates the instrument of it. The confirmatory analysis is used to investigate the validity of the instruments. It has been discovered that the Islamic ethical perspective contains Comprehensive, Realistic, and Moderation or Balance. Individual Values and Beliefs, Organizational Culture, Leadership and Tone at the Top, Peer Pressure, Incentives and Rewards, Legal and Regulatory Framework, Competitive Pressures, Economic Factors, Ethical Dilemmas, Social and Cultural Norms, Cognitive Biases, Fear of Retaliation, and Whistleblower Protection all play a role in determining the threshold. Individual values and beliefs are determined to be the most ethical band on all ethical dimensions, followed by social and cultural norms and organizational culture, and leadership and tone at the top. Individual values and beliefs have the greatest impact on ethical balance, but social and cultural standards have a greater impact on comprehensive ethics. As a result, this research contributes to the description of diverse types of ethical behavior driven inwardly or externally.

Keywords: Ethics measurement, Instrument

1. Background

The validation of an ethical threshold instrument, which entails testing and confirming the tool's reliability, validity, and efficacy, is seen to be critical for measuring ethical behavior, values, or decision-making in a specific setting. As a result, measuring ethical conduct is critical to ensuring that the instrument reliably and consistently assesses what it is supposed to measure. Previous research has shown that ethical behavior ensures that personnel follow organizational social norms when carrying out their obligations and assignments. However, there has been little research on the individual-level factors driving this positive work behavior. Researchers created instruments that were tailored to the study's environment (Azhana et al., 2022; Gloor et al., 2022; Verma & Garg, 2022). As a result, several measures for measuring ethics are created. Researchers look into the ethical behavior threshold(Gamarra & Girotto, 2022). Body damage is frequently prohibited. The severity of the injury, as well as society's moral and ethical threshold, would characterize it. It was discovered that the moral and ethical threshold of British society did not accept certain activities, however the moral and ethical threshold of European society did. Despite the evident similarities between the two cases, some contend that the divergent decisions were determined by a conservative moral rather than a moral threshold (Martínez-Ramil et al., 2022). As a result, determining the foundation of the ethical conduct perspective necessitates investigating the ethical threshold. However, the concept of ethics is not usually precisely articulated in these high-level recommendations. Ethics is loosely associated with fairness, impartiality, and openness in the context of the India National Strategy. According to the Hong Kong Ethical Accountability Framework, ethics is associated with justice, respect, and mutual gain. The ethical criteria for Canada's Responsible Use of Artificial Intelligence are understanding of the consequences, transparency, explainability, openness, and adequate training. The Australian Ethics Framework lists justice and openness as examples of ethics. Finally, as ethical principles, the EU Ethics Guideline emphasizes human dignity, autonomy, harm prevention, justice, and ability (Putra, 2012).

Bias can be difficult to overcome, according to research (Azhana et al., 2022; Gloor et al., 2022; Verma & Garg, 2022). A bias may occur if researchers cherry-pick from an interview transcript, focusing on key statements that can serve to validate the hypothesis. Furthermore, cherry-picking is not an uncommon occurrence in the ethical practice of international relations. In response to criticism, neoclassical realism was established by abandoning the merely structuralist causes of ethical dilemmas in international relations actions. This stance focuses on the systematic and domestic factors that influence foreign policy. However, academics have been
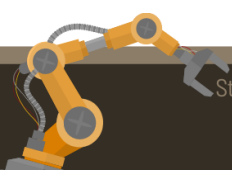
skeptical of neoclassical realism in the years since, considering it as an attempt to pick and choose certain aspects of foreign policy action to support the building of the new theory [9]. As a result, academics emphasized the significance of evaluating the study samples used to ensure quantitative rigor, such as justifying sample representation, using bigger sample sizes, and utilizing bias-reduction approaches. Others described bias resulting from sensitive personal data processing in reading face photos as a means of determining ethnic heritage and correlating physical/mental health (Putra, 2012). Most research use Kohlberg's Moral Development Theory and the Defining Issues Test to explain ethical versus immoral behavior. The former provides a theoretical basis for future research, whereas the latter provides a quantitative measure. The concept has a significant body of supporting and contradictory evidence. Other scholars, in addition to raising methodological difficulties, attack the approach on a theoretical level. The Care Theory is suggested as an alternative technique. The most important aspect in the dispute, however, is that empirical research consistently demonstrates that Kohlberg's theory fails to explain or anticipate the behavior under consideration. Other approaches have concentrated on individual ethics or other personal, organizational, or cultural characteristics, primarily from a theoretical and, to a lesser extent, quantitative or empirical standpoint. In proposed ethical decision-making process models, several relevant aspects have been found. In literature, culture has been one of the most mentioned and contested environmental components. These studies demonstrate that culture influences how people identify, comprehend, and deal with ethical issues. As a result, investigations on the subject must take cultural background into account. Gender is one of the most extensively researched personal attributes. At the time, the empirical evidence was inconclusive. Gender may be a crucial influence in some stages of decision-making but not in others, according to new research. However, empirical evidence continues to demonstrate examples of decent people behaving badly in the absence of a logical remedy (Balakrishnan et al., 2020; Chen & Indartono, 2011; Indartono & Wulandari, 2013; Putra, 2012). As a result, it is possible to validate the current instrument for measuring ethics in terms of distinct behavioral thresholds.

Ethical behavior measurement

The ethical standards of any professional organization are critical to its credibility and reputation. It discovers that third-year students, who have the highest levels of ethical education and education in general, have higher levels of compliance behavior. Furthermore, female students and senior students are more compliant. The discovery of a link between desired conduct and behavior in the experiment adds credence to the use of defining issues tests or similar instruments in behavioral research that measure moral progress. Informal measures are important in the socialization process, in which "other employees" or people, coworkers, etc. play an important role as "sources of, or references for" ways of thinking, feeling, perceiving, and evaluating, and as an audience that may be physically present or absent in any interaction, but towards which actors orient their behavior. Informal control mechanisms may have a social dimension in which supervisors regulate subordinates' behavior or employees regulate the behavior of their peers through daily interaction in accordance with the enterprise's customs or ideals. Scholars argue that informal indicators such as a company's social norms might convey its beliefs and ethical requirements. Other members of the group, peers, or superiors may put pressure on enterprise members to comply to social norms. Otherwise, they risk being rejected or disapproved. In this strategy, the social group places limited pressure on the individual to conform to the rules. Informal encounters, such as coffee breaks, lunches, sports, and so on, can generate a wide range of collaborations. As we can see, informal social norms play a significant role in the creation of the social order of the enterprise (Blay et al., 2016).

Biases Furthermore, in the field of ethics, have been defined as incorrect ideas, attitudes, or behavioral habits that limit cognition and consequently inhibit an individual's ability to make ethical decisions. Biases that impacted the problem-recognition stage of the ethical decision-making process weakened the organization's ethical culture over time. When people made decisions while blind to the potential unethical repercussions, it led to future decisions that were unethical. Measurement bias arises when the outcome being assessed is not precisely measured. For example, the survey interviewers who enquired about fatalities were untrained and included deaths that occurred previous to the time of interest.

Religion is based on the notion that God (or another divinity) provides insights into life and its intrinsic importance. Religion and ethics are intricately intertwined for religious people because religious beliefs usually impact ethical quandaries. Those who practice or believe in a specific faith are often guided by faith in all parts of their lives. The divine command idea also explains the importance of ethics and morals. Good deeds are rewarded in the afterlife in religions, whereas negative deeds condemn the perpetrator to eternal agony. The ethical (or legal) dimension highlights how religion generally instructs people on how to live their lives in order to achieve happiness in this or the next life. What enriches the individual or community is ethically permissible, whereas what harms them is morally unacceptable, according to Islam. The Islamic ethical system is eternally divine and is the foundation of Islamic civilization. Christian ethics places a premium on morality. The law and commandments are framed by God's devotion, yet they are deontological principles that define what this morality is. God is depicted in the Old Testament prophets as denouncing all wrongdoing and injustice and commending
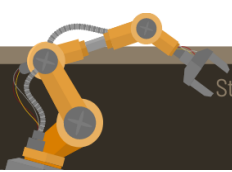
those who live moral lives. Unlike in Judaism, where loving-kindness is considered the ethical attitude, loving-kindness is the essential ethical virtue here. Compassion is integrally tied to loving-kindness in the faith. People who do not have compassion are cruel. The Torah often urges the Prophets to protect widows, orphans, and foreigners. According to Smart, a religious ethical framework has seven dimensions: narrative/mythological, doctrinal, ethical, institutional, material, ritual, and experiential.

Islamic Perspective

According to (Al-Aidaros et al., 2013) many Muslim scholars have written about ethical quandaries utilizing the Quran and Sunnah as their fundamental Islamic scriptures. This is because they integrate their works and writing about Islamic principles with the Western surroundings in such a way that comparing Islam and the Western perspective is easier and more acceptable. In Islam, ethics are good beliefs and ideals based on Islamic sources. These ethics are in line with human capabilities and touch all aspects of life. It is vital to underline the relevance of ethics in Islam when discussing ethical issues. Islamic worship, defined as religious behaviors and acts mandated by Allah s.w.t to achieve His approval, is intended to promote and protect ethics. Prayer prevents one from performing immoral or evil acts. Zakat is a tax on the wealthy that is collected and handed to the poor in order to sanctify the former and cleanse them of their sins. Muslims learn how to live morally via fasting. Muslims learn tolerance, endurance, and altruism during their Hajj trek. The Prophet was sent to the people to help them improve their ethics. Ethics is linked to faith, which comes from obeying Allah SWT, and power, which improves and defends ethics. Thus, a strong religion fosters good character, but a weak faith fosters moral deterioration.

In Islam, actual bankruptcy is associated to reviling others, bringing calumny against others, unjustly devouring others' money, shedding others' blood, and beating others. Thus, one virtue will be credited to those who suffered at his hands. If his good deeds are insufficient to clear the account, their crimes will be added to his account, and he will be condemned to Hellfire. Those with the best personalities are the most full believers. Since honesty and fair dealing are the most fundamental guidelines in Islam, a businessman should be a person of strong ethical principles. Individuals engaged in trade and commerce should operate fairly, and the market should be free and free of manipulation (Beverley & Gary, 2006). It is prohibited to trade in stolen goods. Advertisement is discouraged when the goal is to raise prices during times of scarcity in order to benefit at the expense of others. Because Islam encompasses a variety of traits (such as comprehensiveness, realism, and balance), these elements naturally influence Islamic ethics.

Islamic Ethical Threshold

In the context of ethics and moral decision-making, an ethical threshold is a point or level at which an action, behavior, or choice is judged ethically acceptable or undesirable. It denotes the line between what is morally right and what is morally incorrect in a specific scenario. An ethical threshold is a subjective term that varies depending on cultural standards, individual ideals, and the unique circumstances of a scenario. It is determined by the ethical principles and moral standards that guide an individual's or group's decision-making. Understanding and debating ethical thresholds is critical for encouraging ethical decision-making and behavior. It enables individuals and communities to engage in ethical contemplation and dialogue, especially when faced with difficult moral decisions. Furthermore, ethical thresholds aid in the formation of ethical norms, standards, and principles in a variety of fields, including business, healthcare, and academia. According to scholars, ethical thresholds are defined by three boundaries: comprehensiveness, realism, and balance (Al-Aidaros et al., 2013). It is suggested that borders can dynamically manage ethical behavior at various levels of interaction. As a result, ethical behavior may have distinct antecedents and contexts in relation to ethical approval. From an Islamic perspective, ethics is more than just religious morality manifested in actions such as praying, abstaining from pork, and abstaining from alcohol. However, ethics embraces all aspects of life, including the physical, moral, and spiritual, as well as the intellectual, emotional, and social. Individual ethics are demonstrated by honesty, temperance, and self-purity, as well as trust, truth, chastity, modesty, and integrity. Respect for parents, kindness to children, and justice in dealing with children are all examples of family ethics. Entering other people's homes, the virtue of cooperation, protecting others' privacy, refraining from gossip, the prohibition of robbery, the prohibition of fraud, the prohibition of injustice, and the spread of fraternity, friendship, and love among all members of society are all examples of societal ethics. As a result, Muslims need go no further than the Prophet himself to learn how ethics should be practiced. Ethics is a broad issue that goes much beyond the scope of this study. Because the emphasis is on accounting, the topic is limited to ethical issues relevant to professional accountants' principles. Islam considers people's abilities from an ethical stance because Allah s.w.t is aware of mankind's defects and gifts. Islam places a high importance on justice. Islam recognizes that different people have differing degrees of iman (faith). Furthermore, Islam evaluates and considers exceptional conditions that allow Muslims to engage in generally prohibited activities, such as lying to mislead the Muslims' foe during a combat. Another example is that Islam allows a Muslim to imbibe alcohol if he has no other viable choice, such as when he is in the desert and no water

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is available. In terms of ethics, Islam takes a middle ground between ultra-idealists who see humans as angels and ultra-realists who see humans as animals.

According to Islam, humans are formed with both physical and spiritual needs. In addition, unlike those who deny the existence of the hereafter and others who deny abiding in and improving this life, Islam has a moderate view of this life. Islam recognizes that there is life in this world as well as life in the afterlife, but goes on to say that this life is the way to the afterlife, and that life in the afterlife is far more important than life in this world. Nonetheless, Muslims believe that the purpose of human creation is to have a good life. It is feasible to conclude that ethics is defined as the distinction between what is right and wrong. Various standards are used by various philosophies to define ethics. Every theory has a unique perspective on ethical issues such as action, character, religion, or culture. Western concepts and understandings of ethics are inadequate for defining what is right and wrong. In contrast, Islam adopts a comprehensive approach to ethical issues since Allah s.w.t, who understands all and what is best for all human beings, is the lawgiver for all systems, including the ethical system. In Islam, ethics are defined as outstanding beliefs and ideals based on Islamic literature. Islamic texts are the only sources for determining what is right and wrong. Islamic ethics and Islamic sources differ in ways that make the Islamic perspective better suited to explaining ethics. These qualities are completeness, realism, and balance. Ethics in Islam are compatible with human potential and encompass all aspects of living.

Measurement Design

This investigation of the choices of target respondents is inspired by the topic of Islamic ideas on ethics. Because this survey is aimed at higher education students, the respondents are undergraduate and graduate students. The study's different constraints attempt to collect representative Indonesian higher education students with a focus on UNY students. Individual, familial, and social levels of ethics are included in the content of instruments based on the comprehensiveness, realistic, and balancing aspects. Individual Values and Beliefs, Organizational Culture, Leadership and Tone at the Top, Peer Pressure, Incentives and Rewards, Legal and Regulatory Framework, Competitive Pressures, Economic Factors, Ethical Dilemmas, Social and Cultural Norms, Cognitive Biases, Fear of Retaliation, and Whistleblower Protection all play a role in determining the threshold (Beima-Sofie et al., 2019; Biasucci & Prentice, 2020; Cassidy et al., 2023; Gamito, 2019; Giat & Manes, 2023; Karim Khan et al., 2021; Khezr & Mohan, 2022; Muhammad & Usmani, 2023; Oyarzún et al., 2022; Ploug & Holm, 2023; Srivastava & Gupta, 2022; Tassella et al., 2023; Xie et al., 2023).
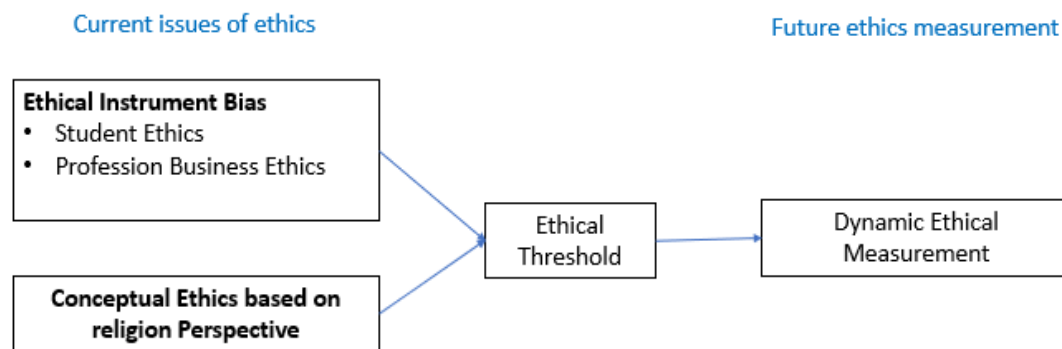
Figure 1. *state of the art of the Study*

Previous studies discovered that ethical behavior changed in response to different points of view. The issues of religion-based ethics were fascinatingly addressed. It produced a number of ethical principles. Ethical tools were developed in the professional field to assist both students and professionals. They produce a plethora of ethical and critical tools. Scholars advocate the ethical threshold to determine the range of ethical activity. The concept, however, is regularly disputed in order to obtain a better type of threshold. This study builds on previous findings to create more dynamic ethical measurements in order to identify a higher level of ethics. The hermeneutic approach is employed in the measurement design, which includes the concept of religion.

2. Method

The purpose of this study is to look into the key indicator and ethical measuring design in order to meet the ethical behavior threshold. The mixed method will be used to fulfill the study objective. Johnson and Onwuegbuzie propose a mixed method approach that incorporates both quantitative and qualitative research methodologies (Collins et al., 2012). The mixed method was chosen to effectively define the condition and visualize the data. Creswell and Creswell presented a mixed technique for this study (Creswell, 2014). The

instrument evolved in phases. A questionnaire is created in nine steps: deciding on the information needed, defining the target respondents, selecting the method(s) of contacting your target respondents, deciding on question topic, generating the question wording, and organizing questions in a meaningful order and format. Interviews will be undertaken to gather preliminary data for an investigation of existing social innovation practices in corporate groups. Following the qualitative data gathering approach, quantitative methods based on questionnaires will be used to investigate the current role of social enterprises in social innovation activities. This study's population consists of students from chosen schools in Yogyakarta State University. The sample for this study will be chosen using a convenience sampling technique. Following quantitative data is collected using questionnaires.

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Nine steps involved in the development of a questionnaire
1. Decide the information required.
2. Define the target respondents.
3. Choose the method(s) of reaching your target respondents.
4. Decide on question content.
5. Develop the question wording.
6. Put questions into a meaningful order and format.
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Instrument testing
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Validating Instrument
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Using Instrument
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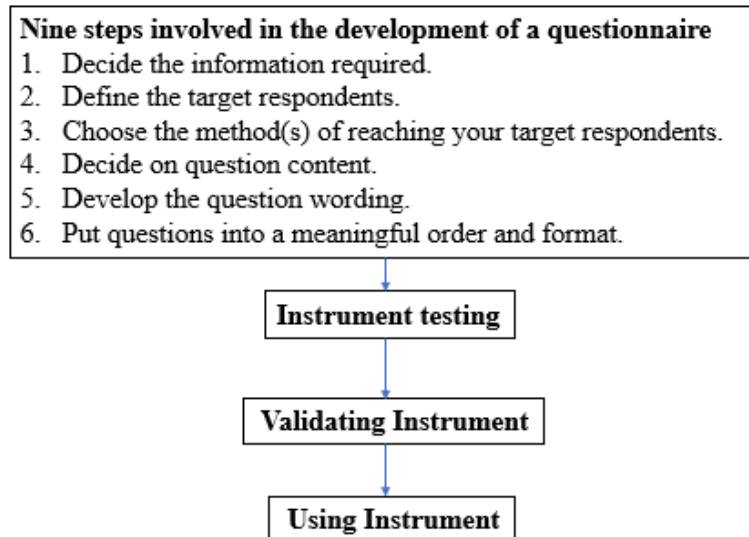
Figure 2. *Flowchart of the Study*

This study contends that it is possible to discover an alternate model of the Instrument of ethics. The finished model will represent an ethical questionnaire used to assess students' ethical thresholds in various scenarios. The readiness of the ethical threshold questionnaire, the validity and reliability of the instrument test, and the outcome of the data analysis of the information gathered all indicate the outcomes of these steps.

3. Results

The coded data were analyzed using the SPSS-15 and AMOS-7 programs. Confirmatory Factor Analysis (CFA) was adopted to test for the quality and adequacy of the measurement model and its second order (HCFA) for the single factor of Ethical Threshold (Anderson & Gerbing, 1988). Issues of a higher-order model of HCFA (Koufteros et al., 2009) can be posited and can relate the manifest variables to their respective first-order latent variables which can then be related to their second-order latent variable(s). The contribution of each dimension to a higher-level construct can be assessed and delineated as compared to bundling all items together in a single composite score. If all items are bundled together, the explanation of the resultant construct is incomplete and the contribution of various content domains to the final scale score will not be known. In other words, if all items/manifest constructs of comprehensive, realistic, and balance of ethics are seen as reflective items of a single first order ethical threshold construct, then it would be difficult to ascertain the contribution of each domain on the overall construct. Table 1 shows that the confirmatory analysis for ethical threshold is found that 7 items related to the dimension of comprehensive ethics, 4 items for realistic ethics and 12 items for balance ethics.

Table 1. CFA of ethics

	Factor		
	Balance	Realistic	Comprehensive
C5			,502
C7			,577
C9			,546
C10			,644
C11			,857
C12			,599
C13			,536
R7		,585	
R8		,610	
R9		,618	
R10		,601	
B1	,574		
B2	,655		
B3	,830		
B4	,763		
B5	,600		
B6	,501		
B7	,570		
B8	,542		
B9	,744		
B10	,606		
B11	,724		
B15	,737		

The second order (HCFA) demonstrates that model 4 in table 2 represents the second ordered of ethical threshold and has stronger indicators of normalized fit index (NFI), comparative fit index (CFI), and standardized root mean square residual (RMR). As a result, characteristics of comprehensiveness, realism, and balance of ethics are understood as reflective components of a single first order ethical threshold construct (Koufteros et al., 2009)

Table 2. second order (HCFA)

	Model 1 One first-order factor	Model 2 our first-order factors uncorrelated	Model 3 Four first-order Factors correlated	Model 4 Four first-order factors, one second-order factor
Chi-square (df)	951.848 (230)	673,890 (231)	560.576 (228)	392.290 (220)
Chi-square/df	4.138	2.917	2.459	1.783
Normed-fit index (NFI)	0.603	0.719	0.766	0.836
Comparative fit index (CFI)	0.663	0.793	0.845	0.920
Standardized root mean square residual (RMR)	1.411	2.731	0.883	0.834

Further confirmatory research for the model provided in table 3 revealed that there are six variables connected to Emotional Intelligence, seven items related to trust, and three dimensions associated with ethical threshold.

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Table 3 CFA of the model

	Factor Emotional Intelligent	Trust	Ethical Threshold
EI1		,567	
EI2		,578	
EI4		,549	
EI7		,522	
EI10		,622	
EI11		,562	
T1	,663		
T2	,634		
T3	,845		
T5	,578		
T6	,754		
T8	,544		
T10	,506		
EC			,537
ER			,783
EB			,733

Table 4 Validity and Reliability of Construct

		1	2	3	4	5	6
1.	Gender						
2.	Religion	-.036					
3.	Education	-.022	.042				
4.	Ethical threshold	.023	.025	.110	.743		
5.	Emotional Intelligent	-.031	-.134	.283**	.072	.741	
6.	Trust	.169*	.080	.067	.085	.259**	.826

This study computes the composite reliability and average variance extracted for all items of a construct to examine reliability collectively (Steenkamp & van Trijp, 1991). Cronbach's alpha is the most extensively used metric for assessing item reliability for each construct (Cronbach, 1991). Table 4 displays the construct's Cronbach's alpha value. Cronbach's alpha values for Ethical threshold = 0.743, Emotional Intelligence =0.741, and Trust =0.826 are all greater than 0.7. As a result, each measurement construct's internal consistency has been attained. According to Fornell and Larcker, a correlation larger than.85 indicates that the two conceptions overlap significantly and are most likely measuring the same thing (Fornell & Larcker, 2012). As a result, the results in Table 4 show appropriate unidimensionality, convergent validity, and reliability.
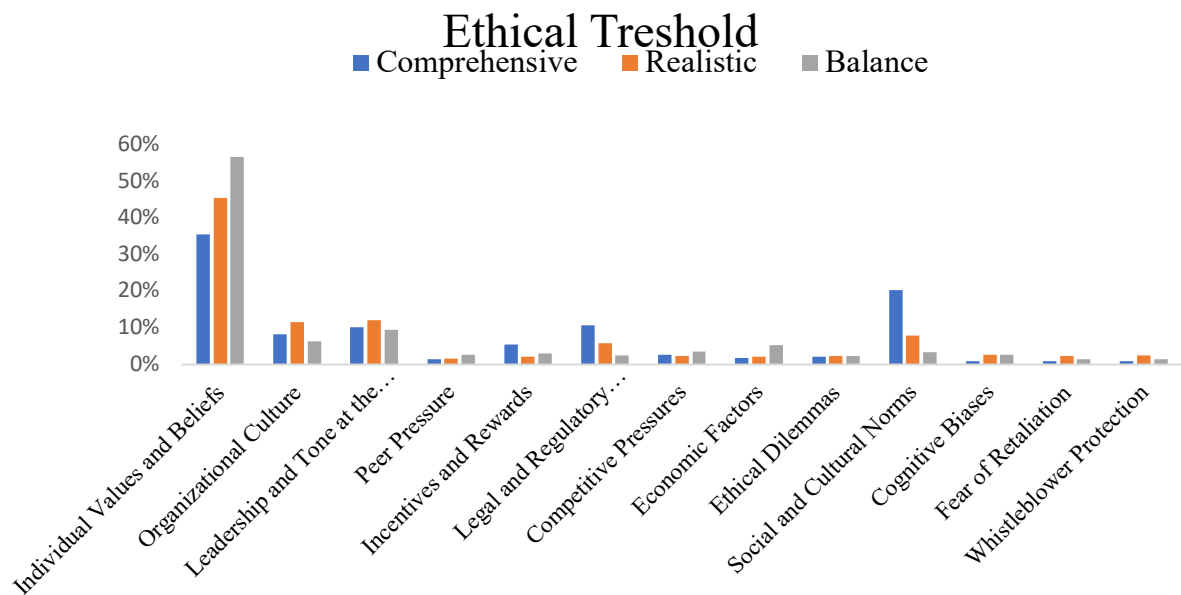
Ethical Treshold

Figure 3. *The Threshold of Ethics*

Figure 3 demonstrates that the most ethical band on all ethical dimensions is found to be Individual values and beliefs. The band of Individual values and beliefs on Comprehensive dimension of ethics is responded by 35% samples, Realistic dimension of ethics is responded by 45% samples, and Balance dimension of ethics is responded by 57% samples. The second ethical barrier is social and cultural norms, which is followed by organizational culture, and leadership and tone at the top. Individual values and beliefs have the greatest impact on balance of ethics supported by 57% respondents; however social and cultural norms have a greater impact on ethical comprehensiveness supported by 20% respondents.

Table 5 Model testing on the role of ethical threshold on the effect of emotional intelligence on trust.

	mean	s.d.	step 1	step 2	step 3	step 4
Gender	1,45	0,500	.200*	.203*	0,202*	.205*
Religion	1,05	0,252	.132	.162*	,127	.159
Education	3,34	0,949	.095	.000	,086	-.007
Emotional Intelligent	3,68	0,510		.310***		.308***
Ethical Threshold	4,01	2,292			,061	.044

The role of the ethical threshold as a mediating impact is not confirmed. Because ethical threshold has no direct influence on trust, it cannot mitigate the effect of emotional intelligence on trust.

4. Discussion

This study shown that the instrument of ethical threshold is included dimension of complete, realistic, and balance of ethics based on the model validation of higher order construct analysis of Koufteros, Babbar, and Kaighobadi (Koufteros et al., 2009). There is a diverse range of ethical threshold factors (Al-Aidaros et al., 2013). This study focuses on a specific set of ethical standards established by Al-Aidaros (Al-Aidaros et al., 2013).Comprehensive on ethical activity in Islam is quite clear in everything relating to this planet. Islam offers Muslims with direction in every situation. From an Islamic perspective, ethics is more than only religious morality
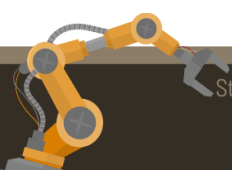
represented in certain activities like as praying, not eating pork, and not drinking alcohol. However, ethics encompasses all areas of life: physically, morally, spiritually, in secular form, intellectually, emotionally, individually, and collectively. Islam takes a holistic approach to ethics by considering everything linked to human beings; it does not consider a single norm, such as the consequences of actions, as suggested by utilitarian theory and egoism theory. Furthermore, Islamic beliefs are not opposed to scientific facts and logical hypotheses provided by Muslim or non-Muslim scientists. One of Islam's features is realism. The Islamic teachings take into account people's abilities to implement things. From an ethical standpoint, Islam considers people's abilities, including their flaws and talents. In terms of ethics, Islam takes a more moderate approach than ultra-idealists who see humans as angels and ultra-realists who consider humans as animals. According to Islam, humans are formed with both physical and spiritual needs. As a result, ethics is defined as the distinction between what is right and wrong. Several philosophies define ethics using various standards. Every theory has a particular point of view on ethical concerns such as action, character, religion, or culture (Huang, 2022). In explaining what is right and evil, Western notions and understanding of ethics fall short (Gray et al., 2023; Mann, 2015). In contrast, Islam takes a broad view of ethical issues because it is the lawgiver for all systems, including the ethical system (Alsmadi et al., 2023; Farhi, 2022).

This study's paradigm begins with an evaluation of potential measurement models that can describe the data. This exercise is required because a given data set may have multiple measurement model setups. The endeavor is structured in a hierarchical manner. A hierarchical approach is a methodical technique for assessing various models with the potential to represent links between observable and latent data. This procedure entails the creation of four Models. One first-order latent variable with 14 observed indicators is hypothesized in the first model. Model 2 proposes four uncorrelated (orthogonal) first-order factors. Model 3 is similar to Model 2, with the exception that factor correlations are provided; and Model 4 has one second-order factor and four first-order factors with matching observed variables. The result demonstrates that model 4 represents the second ordered of ethical threshold has stronger indicators of normalized fit index (NFI), comparative fit index (CFI), and standardized root mean square residual (RMR). As a result, characteristics of comprehensiveness, realistic, and balance of ethics that in turn are understood as reflective components of a single first order ethical threshold construct. This is a type of second-order model on ethical thresholds that reflects first- and second-order indications. These approaches are compatible with the body of literature proposing and testing higher-order models. The results demonstrate that the generic principles for identification apply to second-order models. The first section ties first-order factors to second-order factors, whereas the second section relates observable variables to first-order factors, i.e., comprehensive, realistic, and balanced ethical behaviors.

This study shows that the most influence limitation of ethics is found on Individual values and beliefs, then followed by social and cultural norms, organizational culture, and leadership and tone at the top. Individual values and beliefs can have an impact on ethical acts since they shape a person's moral compass and decision-making (Agustina et al., 2022; Joshi et al., 2008). One moral framework, Subjective Perspective, Personal Identity, Emotional and Psychological Factors, Autonomy and Responsibility, and Adaptability and Change are some of the reasons why individual values and beliefs influence ethical acts (Silverstein & Trombetti, 2013). The foundation of a person's personal moral framework is formed by their values and beliefs. This framework can be used to determine what is right or wrong in a variety of scenarios. It effects how they see ethical quandaries and make moral decisions. Ethics is frequently a subjective notion, with different people holding different views on what is ethical or moral. The values and beliefs form an individual viewpoint, which leads them to make ethical decisions based on their personal perception of what is right and just. Values and beliefs are essential components of a person's identity. When faced with an ethical issue, people frequently assess how their options align with their underlying values and beliefs. Acting in a way that goes against one's own ideals can cause cognitive dissonance and moral anguish. When making ethical decisions, personal values and beliefs can elicit significant emotions and influence one's psychological condition. Depending on how well one's ethical activities correspond with their values and beliefs, one may feel guilt, shame, or pride. Individual autonomy is a critical component of ethical decision-making (Burrell et al., 2023). People are expected to make ethical decisions based on their own values and views, rather than blindly following external laws or mandates. This autonomy comes with it a sense of personal accountability for one's actions. Values and beliefs can change over time as a result of personal development, exposure to new ideas, and changing living circumstances. This growth may result in changes to their ethical stance and actions. As a result, it is suggested that individual values and beliefs are an important aspect of ethical decision-making. They operate as a guide for negotiating difficult moral decisions and are crucial in defining one's actions and behavior. It is critical to recognize that ethical decisions can differ greatly from person to person, affected by their individual values and views.

Social and cultural norms can influence and sometimes constrain ethical actions in several ways such as Influence on Moral Standards, Social Acceptance, Tradition and Custom, Moral Relativism, Normative Ethics, and Collective Responsibility (Dwekat, 2023; Ogoun, 2024; Wang et al., 2023). Social and cultural norms frequently shape a society's or community's moral standards. What is considered ethical or moral in one culture
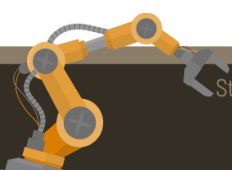
may differ from what is considered ethical or moral in another due to differences in norms, traditions, and expectations. Following social and cultural norms can provide a person a sense of belonging and acceptance within a specific group or society. As a result, people may prefer conformity over their own ethical principles. Many social and cultural norms are based on long-standing practices and traditions. Individuals may feel compelled to follow these traditions, even if they contradict their personal ethical values. Social and cultural conventions might encourage moral relativism, the view that ethical principles are context-dependent and subject to cultural interpretation. This can lead to people seeing activities as acceptable within their cultural context, even if they are unethical in another. Normative ethical theories, such as virtue ethics or deontology, are frequently impacted by the time and place in which they were developed. Certain normative behaviors may be reinforced and justified by certain ethical ideas. In certain communities, social duty takes precedence over individual autonomy. This might lead to people feeling bound to follow the group's ethical behaviors, even if they disagree with them. While societal and cultural standards might have an impact on ethical behavior, they are not the only drivers of what is ethical or moral. In addition to cultural conventions, ethical decision-making should include critical thinking and consideration of one's personal values and views. Individuals may opt to dispute or change existing norms in some instances if they believe it is important to act in accordance with their own ethical principles.

Organizational culture and leadership play a significant role in influencing and sometimes constraining ethical behavior within a workplace (Roy et al., 2023; Vem et al., 2023). Organizational Culture significantly influence ethical action in various forms such as the existing of Shared Values and Norms, Ethical Climate, and Reward and Recognition within organization. An organization's culture is defined by its common values, norms, and beliefs. When a company fosters a strong ethical culture that values honesty, integrity, and responsibility, it is more likely to instill ethical behavior in its personnel. An organization's entire ethical atmosphere sets the tone for how ethical judgments are made and supported. A positive ethical context encourages ethical behavior, whereas a negative environment might hinder it. When a company pays and celebrates its employees for ethical behavior, it reinforces the value of ethics and encourages people to make ethical decisions. The tone at the top, decision-making, communication, and accountability of leaders can all influence ethical behavior. Leadership sets the tone for the entire organization. When leaders focus and model ethical behavior, it sends a clear message that ethics are important. Leaders who prioritize profits over ethics, on the other hand, can foster a culture that values result over ethical considerations. Leaders make critical decisions that may have ethical ramifications. Their decisions, particularly in tough situations, impact how employees view and respond to ethical quandaries. Ethical leaders evaluate the ethical consequences of their decisions. It is critical for leadership to communicate openly and transparently about ethical expectations and concerns. Leaders who encourage employees to speak up about ethical issues and ensure that their concerns are handled can help to develop an ethical culture. Leaders must hold themselves and others accountable for their activities, especially when ethical infractions occur. A lack of responsibility for unethical activity can damage confidence and the organization's ethical fabric. In conclusion, organizational culture and leadership have a significant impact on ethical behavior within a business. Employees can be encouraged and reinforced to act ethically by a strong ethical culture backed by ethical leaders. A culture that tolerates or supports unethical behavior, on the other hand, might impair the ethical behavior of individuals inside the firm. Organizations must actively establish and maintain an ethical culture, and leaders must set a positive ethical example.

Once this study selected Model 4 as the best representing measurement model, this study investigated with the testing of the structural model, which builds on Model 4. The postulate of structural model where satisfaction is specified as the dependent and independent variables and the second-order factor as a mediator. The model fit meets the generally satisfied guidelines The chi-square per degree of freedom was 1.844 and NFI was 0.790, Standardized RMR was 0.101. comparative fit index (CFI) was 0.889, goodness of fit index (GFI) was 0.883.
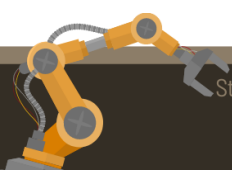
5. Limitation and Future Research

Although this study contributes significantly to validity on the ethical threshold, some limitations are unavoidable. The future studies may consider using other perspectives to test dimensions of the model. This study is limited to students in higher education, thus broader population may enrich the findings of study.

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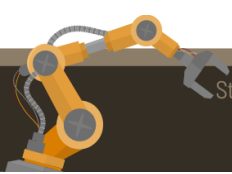
THE IMPORTANCE OF MEASURING TACTICAL CAPABILITIES IN IMPROVING THE PERFORMANCE OF POLICE MOBILE BRIGADE CORPS TROOPS: A LITERATURE REVIEW

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Abstract:

Brimob Corps Troops National Police own role crucial in guard security and order in Indonesia. Ability tactical become element the main thing is to do it owned in handle threatening situation _ state security However , measurements ability tactical in increase performance Brimob Corps troops Not yet fully explored in literature scientific . this article propose A review purposeful literature _ For explain urgency Why measurement ability tactical become important thing _ in context Mobile Brigade . Overview literature This covers draft ability tactical , roles and tasks Brimob Police , history study previous , as well gap knowledge still _ There is in literature . The literature review method was used For collect and analyze literature related related _ with measurement ability tactical . The results of the literature review highlight factors necessary key _ measured , instruments and methods measurements that have been made used in study past , and findings main related measurement ability tactical . this article conclude that measurement ability tactical can help in increase quality training and practice , support evaluation performance , and help taking more decisions _ Good in operation Brimob Corps troops National Police . In a continuing context changing and getting better complex , careful understanding and measurement _ to ability tactical become important in guard security national .

Keywords: Ability Tactical, Brimob Corps Troops National Police, Overview Literature, Measurement Capabilities, National Security

1.   Introduction

Brimob Corps troops National Police as one of the police units that has role strategic in guard security and order in Indonesia. Troops Brimob National Police own role important in handle possible situations _ threaten order society , incl riots , terrorism , disasters nature , and various situation emergency other As troops corps brimb , often faced listen situations , conditions and circumstances that change and do not unexpected , so sued For capable adapt and solve problem listen fast and precise . Troops Brimob National Police as the front guard sued For dreaming Ready ready as well as Act fast and effective To use guard state stability and order .

So that ability tactical come to be One very crucial aspect in role Troops Brimob National Police in operate his role . Ability tactical refers to skills and expertise in planning , coordinating , and executing action effective tactics _ in complex and potential situation _ dangerous . Ability optimal tactical becomes element key in success implementation tasks and operations Brimob Corps troops National Police . Ability tactical is ability For plan and implement action or deep strategy changing situations _ in the field , or other situations that require it actionfast and precise . Ability tactical involve ability For understand situation , identify opportunities , evaluate risk ,and formulate effective action _ For reach objective who have set . Measurement become important in enhancement ability tactical , because give objective and quantitative basis _ For understand , monitor , and measure progress as well as evaluate results as base effort enhancement ability . According to Umar (1991) measurement is something activity For get data information _ quantitative . The result of measurement can forminformation or stated data in shape number or Very useful description in taking decision , therefore That qualityinformation must be accurate . For see it's important measurement tactical in enhancement performance , so writer make research entitled _ Importance Measurement Ability Tactical in Improving the Performance of Brimob Corps Troops Police : a Overview Literature

1.   Manuscript Preparation

2.2.1 Titles

THE   IMPORTANCE   OF   MEASURING   TACTICAL   CAPABILITIES   IN   IMPROVING   THE PERFORMANCE OF POLICE MOBILE BRIGADE CORPS TROOPS: A LITERATURE REVIEW

2.2.2 Authors

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2.2.3 Affiliations

Doctoral Program Jakarta State University

2.2.4 Keywords

Ability Tactical , Brimob Corps Troops National Police , Overview Literature , Measurement Capabilities ,

National Security .

2.2.5 Abstract

Brimob Corps troops National Police own role crucial in guard security and order in Indonesia. Ability tactical become element the main thing is to do it owned in handle threatening situation _ state security . However , measurements ability tactical in increase performance Brimob Corps troops Not yet fully explored in literaturescientific . this article propose A review purposeful literature _ For explain urgency Why measurement ability tactical become important thing _ in context Mobile Brigade . Overview literature This covers draft ability tactical, roles and tasks Brimob Police , history study previous , as well gap knowledge still _ There is in literature . The literature review method was used For collect and analyze literature related related _ with measurement abilitytactical . The results of the literature review highlight factors necessary key _ measured , instruments and methods measurements that have been made used in study past , and findings main related measurement ability tactical . this article conclude that measurement ability tactical can help in increase quality training and practice , support evaluation performance , and help taking more decisions _ Good in operation Brimob Corps troops National Police . In a continuing context changing and getting better complex, careful understanding and measurement _to ability tactical become important in guard security national.

Second Section

Reference **Text and Citations**

K performance involves three element key , that is goals , measures , and assessments . Determination goals by each organizational unit is a strategy for increase performance . this goal No only give direction , but also influence behavior expected work _ from every member organization . According to Moeheriono performance or performance is representation from the extent of a program, activity, or policy succeed reach stated goals, objectives, vision and mission _ in plan strategic organization. Temporary that, according to Rivai, performance is A terms that are general refer to activities and actions carried out by a person organization in something period certain, with compare them with various standard, like projection past costs based on efficiency, accountability management, and factors kind

Brimob Corps troops National Police own very important role in guard security and order in Indonesia. As mentioned in book pocket Brimob, among others

1. **Handling Violence Bulk** : One role main Troops Brimob is handle violence masses , riots and demonstrations massively . They are trained For control potential situation _ dangerous and return orderwith proportional and legal manner . _

2. **Handling Terrorism** : Troops Brimob The National Police also has role important in handling situationterrorism . They often do face to face with involving situations _ group terrorists and must capable respond with fast and effective For protect society and coping threat terrorism .

3. **Help Disaster** : Apart from that , Brimob The National Police is also involved in operation help disasternature . They can give help and support logistics in situation disaster like earthquake earth , flood , or eruption mountain fiery .

4. **Security Critical** : Troops Brimob responsible answer on security critical , incl protection to official government and representatives foreign . They also run operation security in situations critical like journey diplomatic or big event .

5. **Operation Special** : Troops Brimob The National Police is also involved in operation special needs _ ability high tactical , like _ ambush , pursuit , and operation rescue in situation dangerous .

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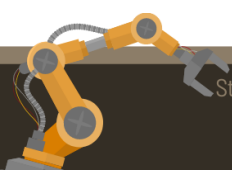
On implementation roles and tasks , often face situations that don't unpredictable and demanding For can take A The right decision is here importance ability tactical owned corps mobile brigade . As Patiran in his research discusses about role mobile brigade in peace in Papua, sir ability tactical owned, members _ mobile brigade can operate its function with appropriate as intelligence, inquiry and investigation, processing place incident matters, communication and public relations.

Ability tactical can play role important in enhancement performance in various context . Following is a number of role ability tactical in enhancement performance :

1. **Rapid Problem Solving** : Ability tactical help in solution problems quickly and efficiently . _ In situations where it is necessary taking decision immediately , ability This can help individual or team identify problem , evaluate choice , and take the right steps with fast .

2. **Making the Right Decision** : Ability tactical involve taking informed and based decisions _ proof . This is possible individual or team For make more decisions _ well , which in turn can increase effectiveness action them .

3. **Efficient Planning** : Ability _ tactical help in efficient planning . _ This includes plan steps appropriatetactics _ with desired goals and priorities _ the most important action .

4. **Management Effective Resources:** Capabilities _ tactical help in management source power, like time,energy work, and equipment. With more use _ efficient from source Power this, performance can improve without waste source power.

5. **Effective Leadership** : Ability _ tactical is aspect important from effective leadership . _ Leaders whoown ability tactical can plan and implement possible actions _ motivating team and achieve objective together .

6. **Adjustment with Change** : Ability tactical help individual or organization For adapt with possible changes _ happen in environment or situation . With ability good tactical , someone _ can respond withflexibility to change and take appropriate steps . _

7. **Security and Resilience** : In situations risky or dangerous , ability tactical can help in guard security and resilience . This includes tactics applied _ in situation like fire , disaster nature , or security public .

8. **Achieving Strategic Goals** : Capabilities tactical help in reach objective strategic or period long . Through planning and implementation appropriate tactics , individual _ or organization can proceed going to achievement objective them .

9. **Enhancement Performance Quality** : With solution more problems _ OK , take it more decisions _ precise , and efficient planning , quality performance can improved . This can covers quality work , productivity , and results more ending _ good .

Ability tactical , therefore that , you can increase effectiveness and performance individual , team , or organization in various context , including on- site work , inside enforcement law , and in situation emergency .

Important For measure success achievement of strategy, because measurement is component main in management performance . Without measurement , improvement performance No will Can happen (Dharma, 2012:93). Therefore _ that's necessary determine size target strategic, as well identify initiative strategic For achieve it. Target strategic and size used as base evaluation performance , which will be later will influence awards given _ to individual , team , or organizational unit .

Whittaker in Moeheriono explain that measurement performance is tool helpful management _ increase quality taking decisions and accountability, as well for evaluate achievement goals and objectives (goals and objectives). Furthermore Moeheriono explain that measurement performance is an assessment process to progress in reach goals and objectives, esp in matter management source Power man For produce goods and services. This includes evaluation efficiency and effectiveness action in reach objective organization .

In context This is important For take notes that measurement performance is highly dependent on indicators performance used . _ Indicator performance is size quantitative and qualitative that have been agreed upon , and which describes to what extent target or objective has achieved . Indicator performance used as base For evaluate level performance , good in stage planning , implementation , and evaluation after activity finished .

With exists measurement , agency National Police capable know ability tactical possessions _ member corp mobile brigade , for done evaluation and improvement . According to Umar measurement is something activity for get data information _ quantitative. The result of measurement can form information or stated data in shape
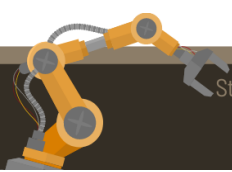
number or very useful description in taking decision, therefore That quality information must be accurate. Based on opinions above, yes concluded that measurement is something systematic procedures for obtain quantitative data information both data stated in form number nor descriptions that are accurate, relevant, and applicable trusted to the attribute being measured with tool good measurements and procedures clear and correct measurements. GumantaniIn his research Measurement ability aim for a number of matter important, including:

1. Performance Evaluation : Measurement ability help in evaluate performance individual or group in various context , as in place work , education , or in various activity . This helps in evaluate to what extent a person or group has reach objective or established standards . _

2. Identification Strengths and Weaknesses : Through measurement ability , we can identify strengths and weaknesses individual or group . This is possible development more carry on in the required area improved .

3. Informational Decision Making : Measurement results ability give necessary information _ For taking based decisions _ proof . For example , in development source Power human in the company , measurement ability can help in determine appropriate training . _

4. Enhancement Quality : With do measurement ability in a way orderly , we can track changes and improvements in performance . This can help in enhancement quality in various field .

5. Evaluation Goal Achievement : Measurement ability can help in evaluate to what extent is the individual or organization has reach goals that have been set . This is useful in planning strategic and evaluation success .

6. Selection and Placement Employee : In context source Power human , measurement ability used For selection and placement suitable employees _ with existing work and tasks . _

7. Identification Growth and Development Potential : Through measurement ability , we can identify potency growth and development individual , who can help in planning career and development employees .

8. Educational Assessment : In the field education , measurement ability used For evaluate understanding and achievement students , as well For evaluate effectiveness of educational programs .

9. Research and Innovation : Measurement ability too _ used in research and innovation , help in measure impact from initiative certain or in identify areas of need study more continue .

With Thus, measurement ability tactical is tool important that helps in evaluation, retrieval decision, improvement, and development ability tactical various aspect life , incl education, work, and more purposeful for increase performance corp mobile brigade .

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Manuscript Title: Importance Measurement Ability Tactical in Improving the Performance of Brimob Corps Troops Police : a Overview Literature

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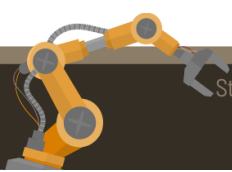
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2. Conclusions

Measurement ability tactical is element important in operation Brimob Corps troops National Police . As A standard used _ in operate task . Importance measurement This reflected in a number of crucial way _ namely :

1. Increase Quality Training and Practice

Measurement ability tactical possible accurate evaluation _ to extent of members Troops Brimob has reach expected abilities . _ With understand where the strengths and weaknesses are individualor team located , training can customized For give focus on areas of need repair . This thing ensurethat time and resources power used _ For training more effectiveness and results can moremeasurable .

2. Support Performance Evaluation and Development Professional

Measurement ability tactical give base objective For evaluate performance individual and team in situation operational real . This is very important For development professional and career memberTroops Mobile Brigade . With own strong understanding _ about abilities and progress them , members Troops Brimob can identify areas for development personal and professional .

3. Support Better Decision Making in _ Operation

In the situation often tactical _ full stress and uncertainty , measurement ability tactical can supporttaking more decisions _ good . Commander and members team can using relevant data For evaluate risk , create informational decisions , and responding with appropriate tactics . _ This thing increaseeffectiveness operation and reduce potency possible errors _ happen in situation critical .

Measurement ability tactical No only tool evaluation , but also an tool learning and development . With understand extent of ability individual or team has growing , Squad Brimob National Police Senate Sarus improves
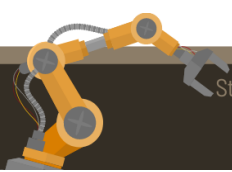
level professionalism and reliability in operate tasks important them . In context diverse operational , measurements _ ability tactical need developed degan elements standard no skills _ inseparable in guard security and order in Indonesia

Through a careful and in-depth literature review , several findings main thing that can be done used as consideration For make measurement ability tactical in context military and enforcement law has identified . Findings This give valuable insight _ in development of measurement models ability appropriate tactics _ For Brimob Corps troops National Police . Following is a number of findings main namely :

Importance Measurement Ability Tactical

Study previous has confirm that measurement ability tactical is important in increase performance operational in situation potential dangerous . Research results show that precise measurements _ can help in identify strengths and weaknesses individual or team , as well support taking more decisions _ Good in situation tactical .

Factors _ Key Things to Measure

A number factor the key is a must be measured has identified in literature . This includes reaction fast to situation , ability coordination team , skills communication , and retrieval decision in pressure . Measurement factors This become aspect important in development instrument measurement . Colin Meisel in The journal title *Measure Military Capability* explain How prepare troops good military, withknown number of personal , weapons owned along with quantity , condition geographical local

Combination Instruments and Measurement Methods

Study previous show that measurement ability tactical often necessary _ combination instruments and methods . Simulation tactical , evaluation performance field , questionnaire , measurement physiological, and measurement cognitive can used in a way simultaneously For give more picture _ complete aboutability tactical individual or team .

Contextuality Important

Findings emphasize importance consider context special operations _ in measurement ability tactical . Measurement must in accordance with the tasks and challenges faced by the Troops Brimob National Police in handling riots , operations counter-terrorism , and enforcement law .

Limitations Literature Specific Troops Brimob National Police

There is limitations in literature that is Specific focuses on the Brimob Corps Troops National Police . With Thus , research This will try fill in gap knowledge This with develop appropriate measurement models _ with context Mobile Brigade .

this literature review give clear view _ about complexity and urgency measurement ability tactical in various context operational . With understand findings this , research This will develop measurement models that are relevant , effective , and appropriate with need Brimob Corps troops National Police . This model will help in increase performance and security Troops Brimob in operate tasks they are crucial .

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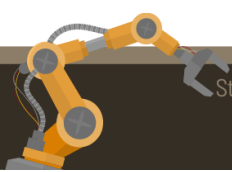
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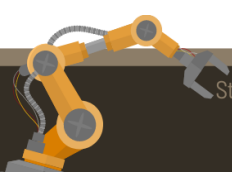
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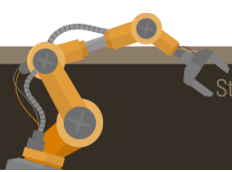
JAVANESE FAMILY PARENTING STRATEGIES IN BUILDING FAMILY RESILIENCE IN THE DIGITAL ERA

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Abstract

This study aims to find Javanese parenting strategies for building family resilience in the Digital era. This study used qualitative research methods of phenomenological studies. The subjects in the study were determined through purposive sampling, namely 5 families in Yogyakarta, Indonesia. The collection of research data uses in-depth interviews and observations, while data analysis is through Interpretative Phenomenological Analysis. The results of this study are as follows: Parenting strategies for Javanese families in the digital era through a) parents as role models through setting examples in increasing spirituality and positive habituation, b) parents need to have responsive Digital skills. Family resilience patterns in childcare in the digital era need to be built by a) developing life optimism based on Javanese values, b) building humanist dialogue, respecting each other, listening and responding to each other, making comfortable not depressed and afraid in the process then this is a process that can be developed in families in the digital age. c) democratic-contextual, in facing challenges and crises in the family, parents also need to develop a democratic parenting style that suits the needs of each child.

Keywords: resilience, Javanese family, childcare, digital era

1. Introduction

Family resilience is a combination of individual characteristics, relationship patterns, and interactions between members in the family so that resilience is formed from strong and positive relationships in the family (Patterson, 2002; Walsh, 2006). The adaptability and persistence of each individual in facing various challenges in life requires the involvement of the role and function of the family system as an integral unit of society. Family plays an important role in determining how individuals can recover after facing various challenging life experiences. In building relational resilience, families form stronger bonds and become solutions in facing future challenges (Walsh, 2006). The family is the first and foremost determining element for the success of childcare, this strategic position can be realized if the family can carry out its roles and functions properly and as one of the participatory elements in the development of the social environment of the community.

The concept of family resilience through a process point of view, which looks at the family's ability to mobilize forces actively during a crisis,

where these conditions allow the family to function again as it was before the stressor or crisis was experienced (Patterson, 2002). The perspective on family resilience is to recognize each other's strengths, be able to dynamic, and maintain reciprocal relationships to deal with conflicts that arise so that the problems that arise become reinforcement for family resilience (Luthar, 2000).

Parents in the family have a primary position as an intermediary function in the world community. The family is a bridge between individuals and culture where through the family children can learn about life values, social roles, social norms and customs that exist in society. This means that the family environment is the first place for children to learn to interact, the mediator in the upbringing and development of children in the future.

The characteristics of families that apply patriarchy are quite typical in Javanese families that place men in a higher position than women and develop harmonious and respectful behavior. Rukun is defined as a state of harmony without disputes and conflicts while respect means awareness of place and duty to create harmonious unity (Magnis-Suseno, 2003). The process of interaction between parents and children in

Javanese families occurs intending to form an ideal Javanese who upholds the important principles of manners, respect and harmony. This respectful attitude is divided into Javanese concepts, namely wedi, isin and sungkan (Geertz, 1983). Javanese ethical and etiquette teachings as seen in the etiquette which include unggah-ungguh, suba-sita, manners, smooth speech, noble character, manners (Astiyanto, 2006).

The socialization process of Javanese families is oriented towards the order and harmony of the environment and social values of the community who try to adopt a lonely attitude in self, rame in gawe, wooing hayuning bawana. Selflessness means that people should not pursue personal interests and desires, limiting themselves from

harming themselves, others, and nature. Being rame ing gawe means working hard for yourself and to always do good to others. Seducing hayuning bawono means decorating the world by doing actions that do not harm or maintain the safety of the world (Mardimin, 1994). The internalization of cultural values is experienced by individuals differently, this is adjusted to the phase of life passed by each individual, starting from childhood, adolescence, to adulthood and old age (Ritzer, 2009).

Javanese families maintain the personality of Javanese people in current global conditions is still being tested because the global situation as it is now is different from the events of cultural crossover in the past. The revolution in technology, transportation, telecommunications, and tourism that came to Indonesia, especially Java, had a direct impact on the resilience practices and resilience strategies of the Javanese people. Javanese ideal personality characteristics in the form of elderly, needy and resilient experience greater challenges, namely how capable psycho-cultural values are to become a bull of defense and family resilience.

Javanese culture is still very attached to noble speech which contains wisdom and values for people's lives to create a harmonious life between individuals and their environment. The characteristics of Javanese society, namely chest field (nrimo), sincerity and never give up in facing difficulties and life problems are needed to maintain self-resilience in the current era which is colored by advances in digital technology. In Javanese philosophy, it is also introduced to the attitude of "nrimo ing pandum", which is to accept one's situation without depending on other parties, not showing resignation, being lazy with the situation but continuing to struggle and trying to improve his life.

The Special Region of Yogyakarta has inherent peculiarities and is not owned by other regions as stated in Law Number 13 of 2012 Yogyakarta is an "Swatantra Region" or Special Region. The people of Yogyakarta believe that they

view and recognize Kasultanan and Pakualaman as the center of Javanese Culture and a symbol of patronage. Both remain the center, especially in the realm of culture and this is a common description of the people of Yogyakarta. At the cultural level, Yogyakarta has a tradition of values that prioritize peoplehood. Famous as the City of Culture, Yogyakarta develops Culture-Based Education, relevant to this the Yogyakarta Special Region Education Council initiated Jogja Education in 2019.

Javanese society is well known for the principle of living respectfully and harmoniously, maintaining harmony and social harmony (Geertz, 1983). The principle of respect is a principle used in interacting in society following social order, then the principle of harmony is used to avoid conflicts and maintain harmony in relationships. Javanese families develop parenting styles so that children become "njawani" where children can place themselves according to their position and are good at controlling themselves (Suseno, 1984).

The Special Region of Yogyakarta has a total labor force in November 2022 (BPS DIY Province: 2022), as many as 67.06% work full-time both husband and wife, while 28.18% work part- time and 4.76% do not work. That is, the number of elderly people in DIY Province is mostly working full time. Busy parents working or working full time lead to lack of time to interact and communicate with children at home, their communicate a lot with gadgets and seeking attention and fun through games, youtube and others.

Based on research conducted by Daeng (2010), Rahmatika & Handayani (2012), Hidayati (2016), Luthfia (2016) proved that the family phenomenon where husbands and wives both work in the public sector or called dual career families shows that 2 individuals who do have a commitment in terms of their work or career and together to build and maintain family conditions. Saraceno (2012) explained that the characteristic of dual career family is when husband and wife are both in a professional environment, have career advancement and responsibilities in parenting and in family duties. Families with dual career family types in facing very typical and challenging situations, these challenging situations are related to the difficulty between husband and wife who both work in dividing time between work demands and domestic affairs (family), frequency and conflict resolution which are more likely to be related to problems regarding childcare, family management and financial management (Christine, Oktorina &; Mula, 2010).

The transformation of society in the information age is marked by advances in digital technology which will be a challenge for parents in

parenting. Parents need to provide assistance when children play with technology with the aim that children do not escape supervision and are addicted to technological goods (Aslan, 2019). Children who are born and present in the digital era are called Generation Z who are closer and more attached to technology than the previous generation, they think they can survive because of technology (Fitriyani, 2018). By looking at this phenomenon, the resilience of Javanese families becomes an interesting study to be examined because Javanese families still maintain Javanese values that contradict each other with the development of this digital era society. This research

produces concepts about Javanese family strategies in parenting in the digital era to prepare themselves critically, creatively, actively, positively and constructively in the future.

2. Method

The main topic of research is the resilience of Javanese families in childcare in the digital era. In this study, researchers adopt a qualitative research approach, especially a phenomenological approach that mainly aims to understand social life and the meaning that people attach to their daily lives, transforming life experience into the essence of textual expression in such a way that texts formed from the construction of experience can simultaneously relive reflectively and realize something meaningful.

Primary data in the study were obtained through in-depth interviews with 5 family representatives of Javanese family characteristics. Family characteristics selected through purposive sampling techniques include 1) husbands and wives native to Java (Yogyakarta), 2) have adolescent children aged 12-18 years, 3) live in the Yogyakarta, Indonesia 4) experiencing crises and challenges. Data collection using in-depth interviews, observation and documentation. Data analysis in this study through thematic analysis which is the main analytical approach used in Interpretative Phenomenological Analysis, where this analysis is to understand what respondents experienced and spend a lot of time working through transcripts (recordings) to identify main themes.

3. Results

1. Javanese family parenting strategies in building family resilience in the digital era

a). Building spirituality

To build spiritual values in the family, it is necessary for parents to set an example of diligent and obedient worship. Parents also consistently remind children and supervise children to worship,

and invite children to worship together such as inviting prayers together in mosques and accompanying and accustoming children to recite every day. Parents are role models for children in the promotion of good spirituality. Some parents also entrust the improvement of children's spiritual values by choosing faith-based schools such as boarding schools, so that schools can be more optimal in increasing spirituality.

Building the value of spirituality in the family becomes the basis for children to grow and develop, children with a good level of spirituality will certainly be reflected in their attitudes and actions. Parents need to set a good example so that children have role models and role models in building spirituality in the family. To build spiritual values in the family, it is necessary for parents to set an example of tajin and obey worship. Parents also remind children and supervise children to worship. Parents also invite children to worship together such as inviting prayers together in the mosque. Getting used to children to recite every day, this is also of course accompanied by parents giving examples of reciting every day, children have rote memorization targets accustomed and accompanied to recite. Parents also have a commitment to set an example for children in worship activities at home. Walsh (2006) explained that by doing religious activities such as praying, meditation and joining a faith community can give strength and support to the family. Strengthening the value of spirituality in the family is an effort to deal with times of crisis or problems experienced, so that with good spiritual confidence, each family is able to face times of crisis that hit and the family can carry out its roles and functions optimally.

b) Building communication processes

Based on the problems in parenting in the digital era, the main problem is the communication process between parents and children. The communication process in the digital era that occurs between parents and children has changed into interaction and communication mediated by information technology. Here are strategies in building the communication process in the family. Building family communication in the digital age is key not to put pressure on the child and parents understand the child's needs. Children are given gadgets because of the demands of today's society, but the use of gadgets is still limited such as the use of playing games and social media. With children holding gadgets when children are outside the home or school can still communicate, but direct communication when at home and gathering together must still be maintained. In this digital era, parents must limit children to playing gadgets, if there is a family problem, all must know so that

there is openness. Parents also need to educate and provide understanding to children regarding the rules of using gadgets, so that children can use gadgets wisely.

The communication process in the digital era that occurs between parents and children has changed into interaction and communication mediated by information technology. The family has an important role in building effective direct communication so that all actively involved family members can feel a very strong relationship

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and need each other. Parents need to spend a lot of time with children to establish effective communication and positive dialogue. This process can work if parents both have an attitude of being willing to listen and understand themselves that we also want to be listened to.

c) Establish a supervisory process

In an effort to develop family parenting strategies in the digital era, there are several efforts, one of which is by building supervision of the family which is done by: 1) children are always given supervision, in the sense that there is still control over excessive cellphone use or given time in use and turning off the wifi network at certain times at home. 2) There needs to be understanding and understanding for children when using cellphones excessively. 3) routinely supervise children's cellphones, for example when it's time for children to sleep, so parents can continue to monitor their children's activities. 5) When it's time to pray, parents remind children to stop playing cellphones. For boys, it's better to play at home, their friends who go home, so parents can also supervise, especially praying from home. 6) Children are given responsible freedom, meaning that children are not restrained but given freedom but not unlimited freedom, but remain in corridors that do not violate religious or state commandments. 7) Establish closeness with children, with parents close to children, it is hoped that parents will be easier to control or supervise the use of gadgets, children's associations, and problems with children.

Parents need to approach with children, make children like friends so that children are more open and nothing is covered up so that when children get problems, it is hoped that children will tell themselves so that parents can provide solutions and good direction. 8) Utilizing gadgets to supervise, one of which is by utilizing the Go Food application to order food so that they can keep monitoring their children when staying at a friend's house. That way the parent becomes calm because the child is really in the location sent and latent the child does not feel being watched by the parent

instead the child feels happy because more food is received for his friends.

In this case, the dialogue relationship that will be built between parents and children is that parents need to be willing to release themselves from the space of dominance of high authority. The family needs to create a space of equality between parents and children, that children are not weak creature but children also have potential that must be developed. Through humanist dialogue between parents and children, the relationship that is built between the two can provide an open space for communication to occur. Resilient families have several characteristics based on clarity and consistency in conveying information and opinions openly to express their emotions and can find collaborative problem solving.

In building affection between family members, what is done is to meet the needs of children so that children have the same rights to meet their needs, taking time to gather with family. This is done even if it's just chatting, asking about activities while at school to find out the child's condition. In addition, if there is a dispute between children, the data is discussed and resolved when gathering together so that children can overcome the problems faced properly, not grudge and hostile. In addition, parents also always ask how the children are doing, asking like when to go home, have eaten or not, how is it today. Things like that will make children feel cared for and get love from parents, so that indirectly it can bring up a sense of care and affection among family members.

Parenting strategies in families in the digital era can also be done through the enforcement of family rules. Children are not restrained to be at home continuously, but children are allowed to go to play outside the house with the condition that they have to say goodbye to their parents. Children are constantly reminded not to violate religious or state rules. Children are given freedom but still have to understand the rules that are mutually agreed upon in the family. Children can also help with work or activities of parents at home such as maintaining stores, cleaning the house, and activities according to the child's ability and potential.

In addition, parents need to direct the use of digital devices and media more clearly, through time management the use of gadgets parents direct with effective communication in providing time for how long and when to use it. It is necessary to have an agreement on the use of digital devices between parents and children, provide a duration of time or make a schedule for the use of gadgets for children at home. Some strategies in dealing with parenting problems are based on the results of research such as the following.

Maintaining communication between parents and children is an indicator of creating resilience in the family. The process of open communication, fostering positive dialogue can provide a good experience to children. Give examples when advising or directing children, parents should also do so that children can easily accept and do what is directed. Maintaining communication with children is important so that parents can monitor and know the child's condition when outside the home. Parents also accustom children to say goodbye when going out of the house, as a form of control and supervision of children. People know where children go, with whom and what time they go home. This becomes a good habit in building communication in the family.
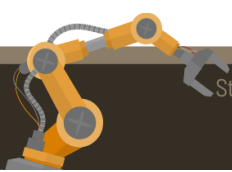
4. Discussion

The communication strategy needed in parenting in the digital era of the Javanese family is an adaptive communication strategy, where parents build communication that is fun and in accordance with the needs of today's children, more flexible and there is no distance in communication with children. In this strategy, parents listen more to what the child says, then give reinforcement and direction from what is conveyed. When children face problems, parents must also be able to provide consideration of solutions so that children can make their own decisions from the problems faced. This strategy requires mutual openness, equality, trust and a strong sense of community, will be a strategy that is in accordance with the society of the digital age. Some efforts to overcome problems in building communication in the digital era faced by 5 families in Yogyakarta city include 1) building a positive attitude towards parenting problems, 2) utilizing technological advances to improve children's achievement, 3) being flexible and open to children's attitudes, 4) providing opportunities for children to explore, 5) not imposing their will, 6) providing understanding and understanding to children.

5. Conclusion

Parenting strategies for Javanese families in the digital era through 3 ways, namely example, habituation and responsive digital parenting. a) Parents become good examples and role models for children at home, parents' attitudes and speech will be imitated by children, the way we invite to talk, give attention, affection, how parents discuss and find solutions to the problems faced. Parents also need to consistently habituate good behavior based

on the noble values of Javanese culture, such as rukun, ewuh pekewuh, lembah manah, nrimo ing pandum, pangerten, andhap ashor, tepo sliro. Through the habituation of Javanese values in the family, children are more able to control themselves, do not impose their will and can overcome the crisis period experienced in the midst of very fast community development due to the influence of technology. b) Responsive digital parenting, where parents become adaptive people adjusting to technology, understanding that children grow in society amid very fast technological developments. Parents must have a very open mind to any changes that occur. Being a parent who can help overcome the problems faced by children so that parents must be more responsive and responsive about everything that happens. Parents must also be responsive in responding to things conveyed by children so that children feel comfortable when with parents.

Acknowledgement

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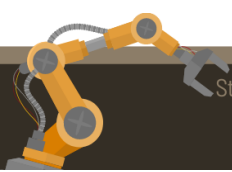
PKM COMMUNITY SERVICES FOR ELEMENTARY SCHOOL TEACHERS WORKING GROUP (KKG SD) TO IMPROVE STUDENTS' RESILIENCE AND DIGITAL LITERACY IN BANTUL REGENCY

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Abstract

According to data provided by UNESCO, Indonesia's literacy is relatively low, with a reading interest index of 0.001, implying that one child out of every 10,000 in Indonesia is interested in reading. It is challenging to improve literacy because it requires a comprehensive strategy, particularly in relation to cultural literacy. Enhancing cultural literacy is influenced by the learning process. Students who have good cultural literacy will have capital in learning and will be prepared to face future challenges related to cultural diversity. Learning adaptability is an important aspect that teachers and students must own in the era of the Fourth Industrial Revolution. The ability of elementary school teachers to adapt to technological devices influences digital literacy skills. Hence, to remain stable in stressful conditions and situations, elementary school teachers must be able to positively adapt in the digital era. In order to be adaptive and respond positively when encountered with a variety of issues, resilience is necessary. The purpose of the PKM is to assist the Elementary School Teachers Working Group (KKG SD) in improving the resilience and digital literacy of students in Bantul Regency, DIY. The PKM program is based on Matching Fund 2022 research, which incorporates 12 educational game products for students in grades 1-6 with each class gradually and sustainably through teacher assistance in the classroom. The outcomes of the PKM include improved teacher knowledge and proficiency in utilizing e-learning media to foster resilience and digital literacy in the classroom. Additionally, the edugame study produces three edugame products from elementary school teachers: proceeding articles and Intellectual Property Rights (HKI).

Keywords: resilience, digital literacy, edugame

1. Introduction

Indonesia, which is ranked 60th out of 61 countries in terms of reading interest, still has a low literacy rate [1]. According to UNESCO, the reading interest index in Indonesia is 0.001, implying that only one out of every 1000 residents is interested in reading. Comparably, the UN Education, Science, and Culture Organization reports that 0.01% of Indonesian students are interested in reading, which translates to one interested child out of every 10,000 students [2]. Low reading ability as a result of communication language limitations [3] can have a significant impact on insight, mentality, and behavior [4]. The numerous instances of discrimination based on race, ethnicity, religion, and intergroup relations (SARA) that take place in Indonesian society [5] [6] as well as the lack of infrastructure and facilities that promote learning that can help students develop cultural literacy are indicators of the country's low level of cultural literacy. According to the National Commission on Human Rights (Komnas HAM), 27.8% of students have experienced and witnessed discriminatory behavior [7], students frequently discriminate against gender, and some students are unconcerned about tradition.

Efforts to improve literacy are not easy because they require a comprehensive approach, especially in relation to cultural literacy. In fact, cultural literacy, which is considered the ability to recognize and understand the cultural values around [8] [9], helps open opportunities to become a competent person [8] [10] so that it has the ability to read and interpret culture in various manifestations. The learning process has an impact on improving cultural literacy. Cultural literacy and learning activities have a close and inseparable relationship because learning conditions in schools involve various individuals who have their own cultures [11, 12]. Cultural literacy is believed to be important because it helps adapt to the environment and be wise towards diversity [8] [10]. Students who have good cultural literacy usually have capital for learning and can face challenges related to cultural diversity in the future.

The ability to adapt learning in the era of Industrial Revolution 4.0 must be carried out by teachers. Teachers must have comprehensive literacy skills in order to teach students more creatively and innovatively. For teachers, developing multiliteration in the era of the Industrial Revolution 4.0 tends to be not optimal, so comprehensive handling is still needed. Teachers need to be flexible in order to meet the demands of the fourth industrial revolution in education. It is necessary for teachers to possess a broad range of literacy skills in order to inspire

their students to participate in creative and innovative learning. Regretfully, in the context of the Fourth Industrial Revolution, teachers' multiliteracy development frequently proves inadequate, requiring significant steps toward improvement. Developing optimal competence for teachers requires both an increase in literacy and an improvement in teacher resilience, which will enable teachers to possess high adaptability.

Based on the above problems, there are two general problems that are actually faced by the education office, namely, literacy that is not yet optimal and, secondly, the problem of low teacher adaptability in responding to technological developments. The ability of primary school teachers to adapt to technological devices affects digital literacy skills. Elementary schools have greater challenges than other levels of education (higher levels); this is because the age of elementary school students tends to require full assistance when learning [13]. The changing social reality requires elementary school teachers to be ready to adapt positively to difficult situations. For teachers in this phase, it is very necessary because it helps them deal with problems, obstacles, and difficulties and is able to adapt positively. Resilience is needed by teachers in the digital era [14], [15], and [16] to remain stable in stressful or difficult conditions or situations. Resilience is needed in order to have adaptability and a more positive response when dealing with various problems, so that they can survive and bounce back.

The PKM program for KKG aims to motivate elementary school teachers as professionals to develop knowledge about improving resilience and digital literacy through e-learning media. Elementary school teachers have an important role in teaching and educating and need to be trained in an effort to improve resilience and edugame-based literacy to build an attitude that is alert, assertive, and responsible in solving problems in the environment. In the digital era of knowledge transfer, edugame media is designed for educational enrichment (supporting teaching and learning) using interactive multimedia technology [17]. Appropriate use of educational game media has benefits such as an increase in student digital literacy and student and teacher activities and motivates student learning more effectively, efficiently, and attractively.

2. Method

Learning media that incorporate instructional game elements facilitate the more efficient and enjoyable transfer of knowledge and experience to students, particularly in the areas of literacy and resilience building. PkM, which is based on the findings of the Matching Fund 2022 research products, is utilized as a medium to get within this issue and solve the two primary issues mentioned above.

Utilizing a participatory action research (PAR) approach, the service team uses KKG empowerment by inviting subjects to actively participate in helping Yogyakarta's elementary school teachers develop their cultural literacy and resilience through edugame media. The ultimate goal is for these teachers to become more adept at navigating the increasingly frequent changes in their professional environments. Offline assistance is provided in the form of lectures and problem-solving discussions. Oral communication is used in lectures to facilitate learning and teaching [18]. The lecture approach can be implemented interactively between participants and resources, as well as through problem-solving discussions about issues or situations that become obstacles in developing resilience and literacy.

The resilience of individual elementary school teachers can be strengthened by experience learning through a river of life exchanging ideas exploring events that have been experienced in life. This activity is carried out by practicing making simple edugame products. The purpose of PkM is to provide strengthening of resilience and literacy as well as training in making educational games as a reference for innovative and fun learning media, to overcome the problems faced by partners. Table 1 depicts the program's construction.

Tabel 1. Efforts to overcome the problems faced by partners

Problem	Solution	Activity Description
Teacher resilience and literacy are not yet optimal	Strengthening elementary school teachers by building individual resilience through seven aspects. The implementation of mentoring was carried out for 2 days which was attended by elementary school teachers.	Assistance by sociological experts with resilience strengthening and proven guidelines have
Low teacher knowledge in using edugame learning media	Providing knowledge on how to use and introduce the creation of edugames to build resilience and literacy of elementary school students. Creation of edugame by teachers with a theme to build resilience and literacy of elementary students	Providing knowledge on how to use and introduce the creation of edugames to build resilience and literacy of elementary school students.

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Problem	Solution	Activity Description
		Creation of edugame by teachers with a theme to build resilience and literacy of elementary students

3. Results

The PKM for the Primary School Teachers Working Group (KKG SD) of Gugus 3 was conducted as follows:

Workshop on Strengthening Resilience and Digital Literacy for Elementary School Teachers

The activity was held on September 1, 2023, at the Education, Youth, and Sports Office of Bantul Regency, together with members of Gugus 3 KKG Segoroyoso Elementary School and as many as 21 teachers. The activity began with an explanation of the concept of resilience and digital literacy delivered by Prof. Dr. Siti Irene by strengthening the 7 aspects of Reivich & Shatte's resilience, including emotional regulation, impulse control, optimism, empathy, causal analysis, self-efficacy, and reaching out. The workshop activities continued by exploring the resilience potential of teachers through experience learning. Teachers were asked to explore memorable phenomena during life and then asked to tell them in the forum.

Figure 1. Workshop on Strengthening Resilience and Digital Literacy

Edugame making training for elementary school teachers

Teachers who had attended the workshop on strengthening resilience and digital literacy were divided into small teams consisting of lower grades (1-3) and upper grades (4-6). Each team consisted of 5-6 teachers and was asked to design and create a simple edugame. The training activities are in collaboration with industry partners PT Animars Demikita Metamedia as edugame experts and animation experts. The training began with an explanation of the steps and items needed to design the edugame. In addition, the expert team also prepared characters that had been designed with the previous service team so that they could be directly used by the teacher team. The expert team prepared several templates that can be created by teachers independently according to the creativity of each teacher team.

Figure 2. Edugame Creation Training

Edugame making assistance

Assistance in making edugames was provided by a team of experts from PT Animars to members of cluster 3 KKG SD Bantul. The activity was carried out to assist the teachers in completing the edugame design that had been discussed by the team until the edugame was completed. Assistance is carried out informally according to the needs of each team, online or offline.

Figure 3. Edugame Making Assistance

4. Discussion

Resilience is the ability to survive misfortune. Resilience is closely related to a person's emotional regulation, toughness, and mentality [19]. Strong and resilient individuals can regulate emotions and cope with stress, pressure, and challenges effectively, giving them the strength to survive and move in their profession. With this concept of resilience, the main purpose of resilience studies is to explore efforts to strengthen resilience. Resilience is linked to positive emotions. Individuals who experience positive emotions such as happiness and serenity will strengthen their personal strengths and develop resilience traits that help them experience positive emotions. These positive emotions will ultimately result in resilience and well-being in an endless spiral [20].

Digital literacy is the awareness, attitude, and capacity of people to use digital devices and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, create media of expression, and communicate with others in the context of specific situations to enable positive social action and weigh the pros and cons. High media literacy is characterized by: 1) critical thinking in receiving and interpreting messages; 2) the ability to search and verify messages; 3) the ability to analyze messages in a discourse; 4) understanding the logic of media that creates reality; and 5) the ability to create and spread positive messages [21]. Digital literacy, which is one of the challenges of technology integration in academic courses [22], According to Heitin, digital literacy clusters as follows: (a) finding and consuming digital content; (b) creating digital content; (c) communicating or sharing digital content [23].

The dimensions of digital literacy include information literacy, computer literacy, media alliteration, communication literacy, and technological literacy [24], while the perspectives that need to be understood include the three technical, cognitive, and ethical perspectives that make up each dimension. The capacity to find, retrieve, manipulate, create, synthesize, evaluate, and use appropriate digital content is known as information literacy. Computer literacy is the skill of being able to understand, use, evaluate, and respect the privacy of other tool users when using hardware and software [25]. Likewise, Paul Gilster, who coined the expression "digital literacy" (Shopova, 2014), defines it as the understanding and competence of individuals to use digital technology and facilities appropriately and effectively [26]. Based on this opinion, it can be concluded that everyone who has digital literacy skills is expected to be able to utilize, access, manage, and analyze digital information efficiently. An integrative approach is essential to studying digital literacy. As Falloon states, digital literacy requires the integration of several forms of literacy, including information technology literacy, information literacy, technological literacy, media literacy, and visual literacy, all of which are considered new and increasingly important [27]. role in the digital environment. In addition, digital literacy is the capacity to use and analyze digital resources, tools, and services effectively and incorporate them into a lifelong learning process to develop successful communication mastery abilities [28].

Edugame is a digital game designed for educational enrichment by supporting teaching and learning using interactive multimedia technology [29]. Widiastuti et al. explained that in designing a good education game, it is necessary to fulfill the following criteria:

1) The overall value [29]. The overall value of a game is centered on the design and length of the game. The application is built with an attractive and interactive design. To determine the duration, the app uses a timer feature. In addition, the first characteristic of edugame is usability. Easy use and access are important points for game makers. The application needs to design a system with a user-friendly interface so that users can easily access the application.

2) Accuracy. Accuracy is defined as how the success of a game model or image can be poured into the experiment or design. The design of this application must be in accordance with the game model at the planning stage.

3) Appropriateness. Appropriateness means how the content and design of the game can be adapted to the user's needs properly. This application provides the menus and features needed by the user to help the user understand how to use the application.

4) Relevance. Relevant means that it can apply the game content to the target user. To be relevant to the user, the system must guide them in achieving the learning objectives. Since this application is intended for students, the interface design must match the nuances of students, namely displaying cheerful colors.

5) Objectives. Objectivity determines the user's goals and criteria for success or failure. In this application, objectivity is an attempt to learn the results of the game. Sixth characteristic: feedback. To help the user understand whether or not their performance matches the game object, feedback must be provided.

Benefits of using edugames include: (1) using them as a learning tool for conveying science, information, or other subject matter in an engaging and interactive way for children; (2) encouraging children's ideas and creativity; (3) creating an engaging, safe, and enjoyable play environment and enhancing children's learning; (4) improving children's logic and understanding of the information they receive when using the game; (5) making learning meaningful so that children can retain new information or concepts longer; (6) providing information that becomes experience in making decisions so children don't repeat the same mistakes; and (7) using them as a way to evaluate the learning outcomes [30].

PkM's objectives are to: 1) improve students' resilience and digital literacy through the use of Edugame learning media; and 2) provide knowledge about creating Edugame learning media to improve resilience and literacy. The most crucial thing for teachers to focus on is creating learning materials that are effective in helping students reach their full potential based on their individual needs. Learning materials with gaming components can create a positive impression, making students feel joyful and less likely to get bored [19][20]. Games that help people learn and gain knowledge have special and captivating features. It is believed that using innovative educational games [31] can enhance cultural literacy. Integrating games with cultural elements can make positive changes in children to develop students' love for culture and develop student character [32], and has also been shown to increase resilience and literacy. Based on the situation analysis above, the problems experienced by Partners that are expected to be overcome through the PkM program include:

1. Edugame learning media has not been used to strengthen students' resilience and digital literacy by teachers in Bantul Regency.

2. Knowledge about making edugame learning media to improve resilience and digital literacy for primary school teachers in Bantul district has never been provided by the government.

On the other hand, benefits of PkM include:

1. Strengthening resilience and digital literacy by using edugame learning media in elementary schools in Bantul Regency.

2. Provide knowledge about making edugame learning media to elementary school teachers in Bantul Regency

5. Conclusion

Improving students' resilience and digital literacy by using Edugame learning media can be done effectively due to teachers' strong motivation to develop innovative learning media. In general, teachers agree that effective learning media can develop optimal potential according to their needs. Hence, learning media that have game elements can give a pleasant impression so that students feel enjoyment and prevent boredom.

Learning media can benefit from the use of distinctive and captivating features in educational game media. It has been demonstrated that the use of creative educational games increases resilience and literacy while also fostering a love of culture and character development in students.

Knowledge about developing edugame learning media to increase resilience and literacy for KKG SD is a strategic approach that can be provided to teachers and the community. Using applicable knowledge, teachers can develop their teaching competencies by creating innovative learning media. Therefore, the PkM also provides Edugame development training, which is needed by teachers to develop material content in Edugame in accordance with learning objectives.

Acknowledgement

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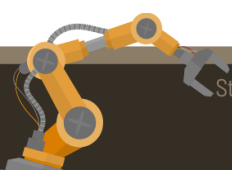
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EDUGAME FOR YOUTH MENTORING IN LITERACY AND RESILIENCE AT AL HUDA HARNAS JAGERAN MOSQUE, MANTRIJERON DISTRICT, YOGYAKARTA

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Abstract

The primary issue addressed the lack of high literacy and resilience among the mosque's youth as the upcoming generation, which is particularly important in the face of modern life's complexities and challenges. The Community Service Program (PKM) seeks to promote resilience as the foundation of all positive character traits that enhance an individual's emotional and psychological strength. To enhance literacy and resilience, a range of strategies are employed using different methods and media to facilitate adaptability when addressing multifaceted issues. The ultimate objective of this mentoring program for the mosque's youth is to boost literacy and resilience through the implementation of edugame. The Participatory Action Research (PAR) approach guides the mentoring process, involving various activities designed to augment literacy and resilience. These activities encompass the introduction of literacy and resilience concepts to the mosque's youth, the presentation of literacy and resilience-based edugame, guidance on their utilization, and assistance in teaching students and mosque youth to employ edugame effectively. The outcomes of the activities contribute to the Community Service Program (PKM), which in turn supports the Higher Education Key Performance Indicators (IKU). These include IKU 2, which involves five students mentoring youth at the mosque and religious students off-campus; IKU 3, which involves introducing twelve research products from the 2022 Matching Fund to the youth at the mosque and religious students in order to improve resilience and numeracy literacy through edugame; IKU 4, which invites practitioners to teach at the mosque by supporting the PKM team regarding edugame; and IKU 5, which produces videos of activities, intellectual property rights (HKI), and articles based on PKM activities in the mosque environment to be submitted to SINTA 4.

Keywords: mosque youth, literacy and resilience, edugame

1. Introduction

Globalization and information technology have advanced human civilization in many areas, including politics, religion, education, the economy, and socioculture. These advancements have both beneficial and detrimental effects on teenagers' moral development. Increases in criminal activity, including rape, sexual harassment, adultery, murder, robbery, and other deviant behaviors, among teenagers are indicative of the detrimental effects. Indeed, teenagers, as the nation's next generation, must take a proactive role in order to overcome the various problems that arise in school life; as such, teenagers must develop into individuals with character.

Adolescents in the globalization era require adaptability, which is determined by their level of resilience. Establishing adolescent resilience is a challenging task because this stage of life is defined by inner turmoil, puberty, and the process of forming a self-identity. Furthermore, adolescence, a period of sexual maturation, is driven by feelings of curiosity and superstitions, and adolescents are more easily drawn into negative sexual acts [1]. This suggests that adolescents in today's modern era require more resilience skills to deal with changing life circumstances.

Resilience is needed by adolescents in the digital era. Resilient individuals tend to have literacy skills. However, according to UNESCO's 2016 data, Indonesia's literacy skills tend to be low, as it ranks 60 out of 61 countries. According to Permatasari [2], high or low interest in reading can have a major effect on a person's insight, mentality, and behavior. Nasiruddin [3] states that reading skills in Indonesia are still relatively low due to language limitations, while language itself is very important in communication. It requires creative and innovative efforts to overcome low literacy and numeracy more effectively. Based on the results of research that

has been conducted in the Matching Fund 2022 program, there are many ways to transfer knowledge in the digital era, one of which is through e-learning media.

Digital literacy based on educational games can increase imagination, critical thinking, and student resilience. However, in fact, edugame media has not been used by all students, especially in the mosque/boarding school environment. This fact occurs because there is no special training involving mosque youth to provide assistance to students in the mosque environment to use e-learning media. Due to its research-driven design, which emphasizes the collaboration of writing, images, and sound in communication and message delivery to users, digital literacy based on educational games can foster more creativity and critical thinking in young Muslims.
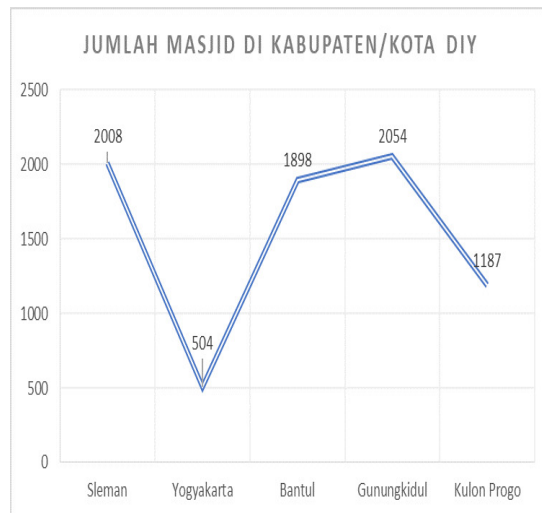
Figure 2. Number of Mosques in DIY Districts/Cities

Yogyakarta Province is divided based on districts and cities. There are 2008 mosques in Sleman Regency, 504 mosques in Yogyakarta City, 1898 mosques in Bantul Regency, 2054 mosques in Gunungkidul, and 1187 mosques in Kulon Progo.

Each mosque has a guided congregation consisting of various groups of people based on age levels, namely children, adolescents, adults, and the elderly. The special program for students continues to be the TPA program, which is held every afternoon after Mahrib prayer until Isha prayer. There is also a program called rikhlah santri, which refers to a journey or a traveling activity. Another program for teenagers includes cleaning the mosque, receiving zakat fitrah during the month of Ramadan, and other activities. On the other hand, the program for adults is a routine study that discusses family themes, while the program for the elderly is a study related to practice.

Mosques have a strategic role in teaching science and other subjects to their foster communities, but their regular programs still primarily concentrate on religious literacy and Quran literacy. Due to its large worshiping population, the mosque can effectively convey knowledge. This increases the service team's motivation to provide basic literacy and resilience to the mosque community, particularly teenagers.

As an illustration, the number of mosques in Yogyakarta is around 504 units. If it is calculated that each mosque has 20 mosque youth and 20 students/santri, the number of teenagers and santri who are in the mosque environment is very large. However, based on initial observations, there are still not many activities in the mosque environment that are specifically aimed at increasing resilience and literacy with e-learning media. The following are some of the programs designed to address issues related to achieving the IKU of higher education:

Figure 3. Linkage of Programs with Achievement of KPIs

2. Method

Based on the source of the problems faced by mosque youth in Mantrijeron, Yogyakarta, the solutions can be summarized as follows:

Table 1. PKM Solution and Program

Problem	Solution	Program	Indicator
Mosque youth literacy and resilience are still low.	Providing knowledge about literacy and resilience	Introduction to Literacy and Resilience for Mosque Youth	The profile of literacy and resilience of Mosque youth will be used to create articles. (IKU 2 and IKU 3)
Knowledge of edugame based on the literacy and resilience of mosque youth is not sufficient.	Introducing the use of edugame to improve literacy and resilience	Introduction of literacy and resilience-based education for Mosque Youth	Knowledge profile of Mosque youth about edugame as a medium to improve resilience and literacy. Video recording data will be used for IPR submission (KPI 4 and KPI 5).
Mosque youth has never used edugame as a medium to improve resilience and literacy.	Train Mosque Youth using edugame.	Assistance in using edugame based on literacy and resilience for Muslim youth	The effectiveness of edugame as a medium to increase literacy and resilience will be an input for further program development by the Mosque youth (KPI 2 and KPI 3).
Students have never assisted in the use of edugame in the mosque.	Accompanying students to use edugame	Assistance in teaching students and Mosque youth in the use of edugame for students	The skills of Mosque Youth and Santri in using edugame increased, and the data will be used to develop edugame content based on the mosque environment. (IKU 2 and IKU 3).

In order to empower mosque youth to run educational games that emphasize building literacy skills and resilience, the service team uses a participatory action research (PAR) approach to youth empowerment for the mosque youth in Mantrijeron, Yogyakarta, to gain literacy skills and become more resilient in the face of increasingly frequent changes in their environment. Assistance is carried out offline in the form of lectures and problem-solving discussions. Lectures are oral communication in the learning and teaching process [4]. The

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lecture method can be carried out interactively between participants and mentors, as well as through problem-solving discussions related to problems or cases that become obstacles to developing literacy and strengthening resilience. The individual resilience of mosque youth can be strengthened by experience, learning through a river of life, exchanging ideas, and exploring events that have been experienced in life. Assistance is carried out offline with a duration of 3–4 weeks to monitor the daily progress of all mosque youth. Evaluation is carried out in two stages. First, evaluation during mentoring activities to have better quality, and final evaluation after all series of activities are carried out to review the assistance in improving literacy skills and strengthening the resilience of mosque youth that has been carried out.

3. Results

A. Activity Implementation

1) Introduction to Literacy and Resilience for Mosque Youth

The introduction of literacy and resilience is carried out with the concept of lectures given by the service team to mosque youth with the main points of study of the importance of literacy and resilience in facing change, discussing aspects of literacy that must be possessed by each individual including literacy, numeracy, science literacy, and digital literacy. In addition, another subject is related to aspects of resilience that will strengthen the inner strength of individuals in the face of all changes that occur in society, including emotion regulation, impulse control, empathy, optimism, causal analysis (cause and effect), self-efficacy, and reaching out.

Figure 4. Literacy and Resilience Introduction Activity

The activity began with an introduction, followed by exposure to the concept of resilience, which is needed by adolescents in the digital era. Resilient individuals tend to have literacy skills. Based on the results of research that has been conducted in the Matching Fund 2022 program, in the digital era there are many ways to transfer knowledge, one of which is through edugame media. Digital literacy based on educational games can increase imagination and critical thinking and increase the resilience of students. Mosque youth are given the opportunity to explore the potential for resilience based on experience and then asked to analyze the resilience potential of each teenager by telling it in the forum.

The activity continued with exposure to literacy and digital literacy about the importance of recognizing digital media as a source of literacy, digital skills (the ability of individuals to know, understand, and use digital devices), digital culture (the ability of individuals to read, decipher, familiarize, examine, and build insights through digital media).

2) Introduction of Edugame Based on Literacy and Resilience for Mosque youth

The introduction of edugame was held by explaining and introducing the product of Matching Fund research in the form of edugame from grade 1 to grade 6. Mosque youth were given edugame files and applications to be installed on each device that had been brought and then tested directly. The topic of discussion presented in the introduction of literacy and resilience-based edugame is the use of edugame as one of the strengthening of digital literacy, reading literacy, and science literacy that will be given to mosque youth. The explanation made in the edugame's introduction will further support the notion that the developed edugame can help teenagers become more resilient.
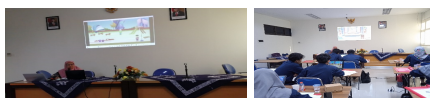

Figure 5. Edugame introduction activity

3) Assistance in Using Edugame Based on Literacy and Resilience for Mosque youth

Edugame usage assistance is carried out after mosque youth are given reinforcement on the concepts of resilience, literacy, and digital literacy and introduced to edugame media to strengthen these abilities. Assistance in using edugame based on literacy and resilience is carried out with the concept of direct practice carried out by mosque youth with direct assistance from the service team and technical team. The edugame topics that will be demonstrated by the service team and practiced directly by mosque youth include Finding Kid, My Little Family, Adventure on Planet X, My Story, Plants of War, Knowing Rights and Obligations, How to Make Energy, Great Professions, Viruses in City X, sightseeing at the Zoo, Let's Go to the Museum, and Unity in Diversity.

Figure 6. Assistance with the use of Edugame

4) Assistance in Teaching Students and Mosque Youth to Use Edugame

Assistance is carried out to support the MBKM process that will be carried out by students. In the process of assisting, the students will be assisted by mosque youth who have practiced edugame at the previous meeting. Mosque youth will assist students in teaching, operating, and preparing edugame that will be conducted to TPA students.

B. Evaluation

The evaluation of PPM activities is reviewed by profiling the digital literacy and resilience skills of mosque youth as follows

Resilience profile of Al Huda Harnas Mosque Teenagers
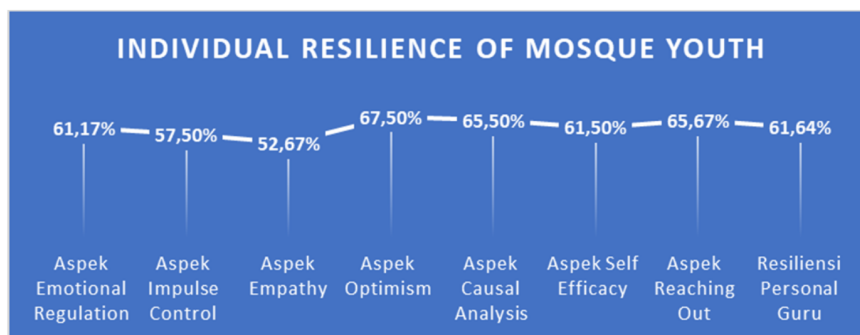
Figure 7. Resiliency Profile of Al Huda Harnas Mosque Teenagers

The resilience of mosque youth involved in participating in training on the edugame, based on the figure above, shows that overall, they are quite resilient, with a percentage of 61.64%. The individual resilience aspects of mosque youth, namely the emotional regulation aspect (the ability to calm down under pressure conditions), are in the moderately resilient category with a percentage of 61.17%, the impulse control aspect (the ability to control desires) is in the moderately resilient category with a percentage of 57.50%, and the empathy aspect (the ability to respond to emotional psychological conditions) is in the less resilient category with a percentage of 52.67%. The optimism aspect (the ability to think positively in dealing with problems) is in the moderately resilient category with a percentage of 67.52%; the causal analysis aspect (the ability to identify the causes of problems) is in the moderately resilient category with a percentage of 65.50%; the self-efficacy aspect (problem-solving ability) is in the moderately resilient category with a percentage of 61.50%; and the reaching out aspect (the ability to achieve success) is in the moderately resilient category with a percentage of 65.67%. From the data, it can be explained that mosque teenagers have dominant aspects in the aspects of optimism (the ability to think positively in dealing with problems) and aspects of reaching out (the ability to achieve success), while aspects that are still minimal are aspects of impulse control (the ability to control desires) and aspects of empathy (the ability to respond to emotional psychological conditions). The conclusion is that mosque youth still need to improve resilience in all aspects, especially in aspects that are still below average.

Profile of digital literacy skills of Al Huda Harnas Mosque Teenagers

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Figure 8. Profile of digital literacy skills of youth at Al Huda Harnas Mosque

The digital literacy skills of mosque youth involved in training activities on the use of edugame as a whole are in the good category, with a percentage of 77.3%. Based on the aspects of assessing the digital literacy skills of mosque youth consisting of aspects of function skills and beyond (ICT skills are in the good category with a percentage of 78.3%; The creativity aspect (creation and creative thinking skills) is in the good category with a percentage of 75.8%, the collaboration aspect (the ability to participate in digital space) is in the good category with a percentage of 75.6%, the communication aspect (communication skills such as understanding and understanding the audience) is in the good category with a percentage of 78.9%, the ability to find and select information (the ability to search and select information) is in the 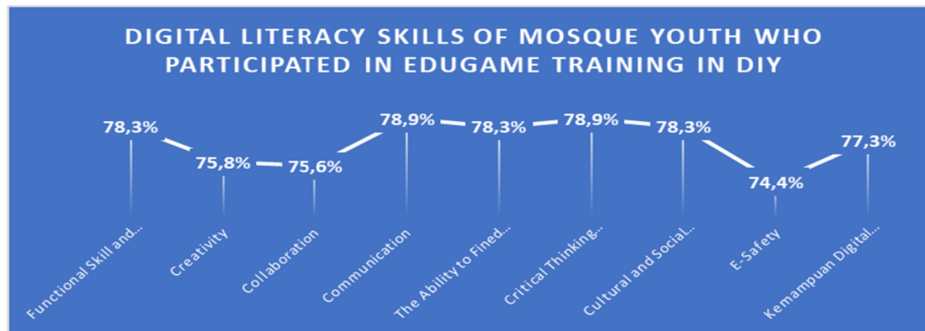good category with a percentage of 78,3%, the aspect of critical thinking and evaluation (the ability to contribute, analyze and sharpen critical thinking is in a good category with a percentage of 78.9%, the aspect of cultural and social understanding (in line with the context of social and cultural understanding) is in a good category with a percentage of 78.3%, and the aspect of e-safety (ensuring safety when users explore, create, and collaborate with digital technology) is in a good category with a percentage of 74.4%. From the eight aspects of digital literacy skills of mosque teenagers above, it shows that communication (the ability to communicate, such as understanding and understanding the audience) and critical thinking and evaluation aspects (the ability to contribute, analyze, and sharpen critical thinking) are in the high category, the others are below high, while the lowest aspects are in the collaboration aspect (the ability to participate in digital space) and the e-safety aspect (ensuring safety when users explore, create, and collaborate with digital technology). This explains that mosque youth in general have digital literacy but are still weak in aspects of digital literacy practice, specifically in terms of ensuring safety when users explore, create, and collaborate with digital technology and the ability to participate in digital space.

4. Discussion

Mosque youth in Mantrijeron, Yogyakarta, are not familiar with the concept of being more resilient and adaptive in dealing with problems that should be introduced to students. In addition, mosque youth have not realized the importance of introducing edugame as a medium to improve literacy with methods that are fun, challenging, and motivate students to get used to being able to overcome every problem they face by changing the learning and social patterns of children who use more digital media in the form of smart phones, computers, and laptops, which have an impact on inter-family interaction. Children like to be alone and busy with gadgets, with content that is in accordance with the objectives of their learning. Based on the explanation above, in general, Partners—youth from Yogyakarta mosques—faces three issues, specifically: 1) The contribution of mosque teenagers to the development of students' resilience within the mosque setting remains insufficient; 2) The awareness of mosque teenagers regarding the utilization of edugame to enhance literacy remains inadequate; 3) Teenagers from mosques have never mentored students on the use of edugame media as a teaching tool to increase students' literacy and resilience.

The solution to these problems is to optimize digital media through edugame. Assistance in using edugame cannot be separated from increasing adolescent literacy and resilience as an effort to reflect on mosque youth as an organization that accommodates Muslim youth activities to foster adolescents to become a good young generation, namely becoming pious, faithful, knowledgeable, skilled, and noble teenagers.

Literacy and resilience are needed to deal with the changes that occur along with the times and the rapid flow of technology. Teenagers who will face various changes in the future along with their dynamics really need learning resources that will strengthen their ability to deal with these dynamics. Edugame is one of the solutions to strengthening adolescents' literacy and resilience skills. Therefore, teenagers must be introduced to literacy and resilience through media that is more easily accepted by them, one of which is edugame. The community service that will be carried out is to provide assistance to adolescents to use e-learning media in an effort to strengthen literacy and resilience.

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The role of mosque youth in strengthening the resilience of students is needed so that students are more resilient when facing challenges. In addition, by strengthening resilience, students will find it easy to improve literacy. Developing the potential of mosque youth will strengthen their identity as a resilient young generation and increase their literacy. Potential development: mosque youth motivate and help young Muslims explore their potential by organizing activities to display creativity [5]. Development of mosque youth with work programs with various structured and planned activities oriented towards Islam, mosque, youth, skills, and knowledge [6]. The target achieved is that mosque youth are able to operate educational games that strengthen their literacy skills. The participation of mosque teenagers in using educational games to strengthen literacy and resilience was 85%.

In addition to using edugame, mosque teenagers can also become more resilient by participating in the Life River Program, which offers support in seven areas: reaching out, causal analysis, empathy, optimism, empathy, empathy, and self-efficacy. According to Dwiningrum's research [7] findings, sharing experiences and ideas with others can help optimize resilience and contribute to the development of different facets of personal resilience.

5. Conclusion

Based on the implementation of PKM activities and profiling the resilience and digital literacy skills of Al Huda Harnas Mosque youth, it is concluded that mosque youth still need to improve resilience in all aspects, especially in aspects that are still below average, namely aspects of impulse control and empathy. In addition, mosque youth are generally digitally literate but are still weak in aspects of digital literacy practices, specifically in terms of ensuring safety when users explore, create, and collaborate with digital technology and the ability to participate in digital space.

Acknowledgment

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NUMERACY LITERACY RESILIENCE IN THE ART OF GONDANG SAMBILAN MUSIC

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Abstract

Resilience is an important factor in developing literacy and numeracy skills. Primary education is the focus of the research because it is the foundation for literacy and numeracy. The quantitative approach describes the resilience profile, while the qualitative approach analyzes the potential of Gondang music as a medium to strengthen literacy and numeracy resilience through focus groups and in-depth interviews. The findings revealed that the resilience of elementary school teachers is relatively low, implying that there is still a need for teachers to play a larger role in developing numeracy literacy. Given that Gondang music has a numeracy literacy domain pertaining to algebra, geometry, and measurement, it is thought that Gondang music art can be used as a means of enhancing the resilience of students in elementary school.

Keywords: literacy, numeracy, resilience

1. Introduction

Schools have a role in developing literacy. Nationally, the resilience level of students at every academic level, from primary to high school, based on the 20% SES category is at the lowest level; however, they exhibit learning outcomes in literacy and numeracy above the minimum competency criteria.
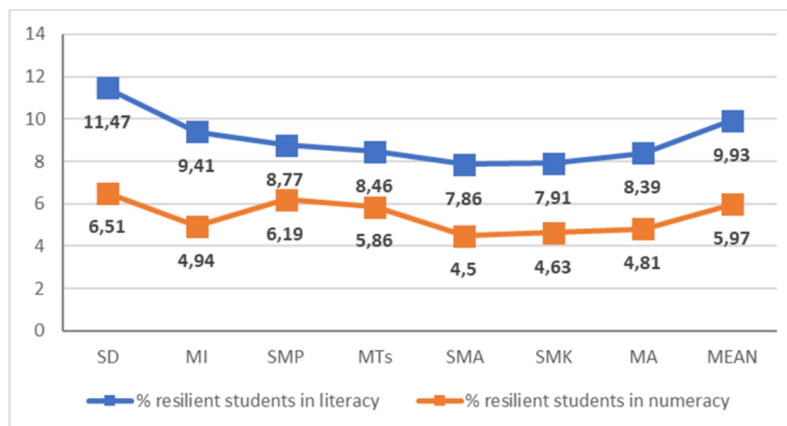
Figure 1. Nationwide Student Resilience in Numeracy and Literacy

The aforementioned data offers an empirical description, showing that the mean values of student resilience for literacy within all educational levels (SD, MI, SMP, MTs, SMA, SMK, MA) are 9.93%, and the mean level of student resilience for numeracy within all educational levels (SD, MI, SMP, MTs, SMA, SMK, MA) is 5.97%. This indicates that every educational stage, from elementary school to high school, has a higher or good level of literacy-related student resilience when compared to numerical measures. This demonstrates further that students who demonstrate a high level of literacy resilience are thought to have mastered the knowledge and skills necessary to read, write, and be literate in the fields of science, technology, finance, culture, and citizenship. In this case, students not only have the ability to read, but they also have the ability to analyze the reading and comprehend the concepts underlying the writing.

Literacy issues must be studied comprehensively. Several studies concluded that, as opposed to literacy resilience, math resilience is a necessary predictor of adaptive development in the domain [1][2]. Thus, literacy resilience is a learned skill that is particularly beneficial for students when they first enter school and later on, when they have skills that they can use in the classroom to achieve long-term positive results. As a result, literacy skill development will become increasingly specialized. Lonigan [3] elucidated that while neither intervention

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demonstrated improvements on every aspect of literacy skills, children assigned to the extracting meaning from reading intervention and children assigned to the code-focused intervention showed improvements in phonological awareness or letter knowledge.

Despite the fact that Indonesia has implemented a policy to improve literacy through the School Literacy Movement (GLS), efforts to address literacy have not been optimized. Therefore, there is still a need for new academic studies as well as related policies at the global level. When it comes to exploring, describing, and interpreting literacy practices in schools, it is necessary to think in new ways about "what," "where," and "how" literacy is practiced daily in school life [4][5][6][7][8]. Thus, Halse [4] proposes the need to explore and elaborate on new conceptions of literacy relevant to students' everyday practices in Asian schools that have pedagogical value, to explain the various complexities, and to offer alternative or potential solutions. In addition, changes in education policies related to literacy practices in Asian schools in particular are aligned with changes in the purpose and political economy of schools [9][10] the impact of globalization, federalism, and/or centralization; the standardization of professional teachers [11]; and the demands of 21st century learning [12]. In the context of education policy, [12] points out that policies related to literacy practices are consistent with changes in education policy in international organizations, especially the OECD (Organisation for Economic Co-operation and Development), including the school curriculum to increase students' knowledge related to the competencies and skills they must have in the future [8]. According to the background of the previous issues, this paper will present the profile of resilience and digital literacy skills in primary schools.

2. Method

This research uses a descriptive approach by combining quantitative and qualitative methods (mixed methods) to describe and explain the resilience of individual elementary school teachers in Medan and draw conclusions from observable phenomena. This mixed-methods strategy is called sequential mixed-methods [13]. By combining these approaches, it is expected to obtain comprehensive data to describe the individual resilience profiles of elementary school teachers. The research was conducted in the Medan Kota sub-district, specifically on elementary school teachers who have IT expertise, with a total of 30 respondents. This research employs the purposive sampling method to select the sample. The primary subject or key informant in each of the chosen elementary schools was an elementary school teacher with expertise in teaching IT. There are a total of 441 teachers (81 male teachers and 360 female teachers) working in the 38 primary schools in the Medan Kota subdistrict, which consist of 18 public and 20 private schools. Thirty primary schools—out of the Institute's total enrollment of 38—were included in the research criteria, and each school sent one teacher who was an IT expert.

The data collection technique used in the study was a questionnaire adopted and developed from the theory of Reivich and Shatte [14], covering seven aspects, namely: emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. The following is a lattice of individual resilience instruments for elementary school teachers.

Table 1. Grids of Elementary Teacher Individual Resilience Instruments

Dimensions	Aspects	Item
Individual resilience of elementary teachers	1. Emotional regulation	8
	2. Impulse control	8
	3. Empathy	8
	4. Optimism	8
	5. Causal analysis	8
	6. Self-efficacy	8
	7. Reaching out	8
Total	**7 Aspects of Resilience**	**56**

In addition to questionnaires, the data collection technique used was interviews conducted directly by researchers when in the field (for guiding questions referring to the formulation of research problems). Documentary studies are used to obtain secondary data, both those reported by official institutions and reports made by other parties that are relevant or supportive of the research objectives. The details are as follows (see Table 2).

Table 2. Techniques, Respondents and Information Targets

No.	Enginee-ring	Respon-dents	Target Information
1.	Inquiry	Teacher	▪ Teachers' perceptions of digital literacy skills, individual resilience of elementary school students' perceptions of elementary school students
2.	Interview	Teacher	
3.	Document-ation	Researcher	▪ Data relevant to the research

The data analysis process is carried out during data collection and after data collection. The process of analyzing qualitative form data is carried out using qualitative analysis, according to Milles and Huberman [15], which includes the following stages: (1) data reduction, namely the process of selecting, separating, and paying attention to simplifying, abstracting, and transforming rough data that emerges from written notes in the field, then poured into a complete and detailed report; (2) data presentation, which is an effort to compile a set of information that has been obtained in the field, then the data is presented clearly and systematically so that it will facilitate drawing conclusions; and (3) conclusion drawing and verification, at which stage the researcher tries to understand, analyze, and find the meaning of the data collected, and finally, after the data is collected, a conclusion will be obtained.

The resilience profile of elementary school teachers and students will be described through a percentage computation analysis of research data in numerical form with the aid of the Microsoft Office Excel program. The descriptive analysis of the data will be conducted with the Excel program using the categorization method based on the percentage calculation as follows:

$$\text{Gain score} = \frac{raw\ score}{maximum\ score}\ x\ 100$$

Table 3. Categories of Individual Resilience Assessment of Elementary School Teachers

Value (%)	Category	Assessment
< 41	STR	Highly Unresilient
41 - < 56	RR	Low Resilience
56 - < 71	RCR	Moderately Low Resilience
71 - < 86	RT	High Resilience
≥ 86 - 100	RST	Very High Resilience

The percentage calculation value (%) is then converted into the form of words and sentences, which are then given meaning (interpretative) by reducing the data (selection, concentration, simplification, and abstraction of rough data) in accordance with the research objectives to describe the profile of digital literacy skills of elementary school teachers and the individual resilience of elementary school teachers.

3. Results

The research results to be presented in this paper are related to the profile of teacher resilience and culture-based numeracy literacy, as well as teacher strategies for using music to develop numeracy literacy resilience.
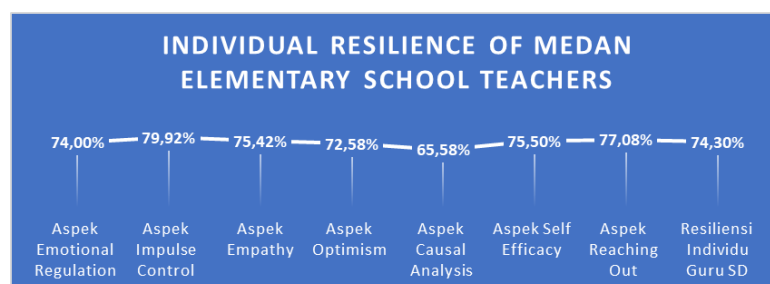
Teacher Resilience Profile

Figure 2. Individual Resilience of Elementary School Teachers in Medan

The resilience of primary school teachers involved in the FGDs, based on the figure above, shows that overall, they are in the resilient category with a percentage of 74.30%. When described, the resilience aspects of elementary school teachers in Medan, namely the emotional regulation aspect (the ability to calm down under pressure conditions), are in the resilient category with a percentage of 74.00%, the impulse control aspect (the ability to control desires) is in the resilient category with a percentage of 79.92%, and the empathy aspect (the ability to respond to emotional psychological conditions) is in the resilient category with a percentage of 75.42%. The optimism aspect (the ability to think positively when facing problems) is in the resilient category with a percentage of 72.58%; the causal analysis aspect (the ability to identify the causes of problems) is in the moderately resilient category with a percentage of 65.58%; the self-efficacy aspect (problem-solving ability) is in the resilient category with a percentage of 75.50%; and the reaching out aspect (the ability to achieve success) is in the resilient category with a percentage of 77.08%. From the data, it can be explained that elementary school teachers have dominant aspects in the impulse control aspect (ability to control desires) and the reaching out aspect (ability to achieve success), while the aspects that are still minimal are the causal analysis aspect (ability to identify the cause of the problem) and the optimism aspect (ability to think positively in facing problems). The conclusion is that teachers still need to improve resilience in all aspects, especially in aspects that are still below average.

Efforts to overcome problems require resilience. Resilience is the ability of individuals to be able to adapt to the difficulties faced so that they can be calm, rise from the difficulties faced, and rediscover enthusiasm, strength, and realistic goals. As explained by Hawley and DeHann [16], resilience shows the ability to overcome difficulties and improve well-being. [17] analogizes resilience to flexibility in metal. For example, molded iron that contains a lot of carbon is very hard but easily broken (not resilient), while wrought iron contains little carbon so that it is soft and easy to shape according to needs (resilient). The analogy can be applied to distinguish individuals who are resilient and those who are not when faced with psychological stress associated with negative experiences or unpleasant events and in dealing with difficult times. Hollister-Wagner, Foshe, and Jackson (2001) and Howard and Johnson [18] view resilience as a stable and enduring trait. Resilience in this case serves as an individual protector from negative effects such as stress, sudden adversity, or prolonged adversity [19]. Resilience is not an achieved outcome or incident-specific response, but a lifelong way of life. Resilience is the belief that individual and relational strengths can be forged through collaborative efforts to overcome crisis-coping situations [20].

The difference in literacy and numeracy resilience profiles nationally in terms of educational levels proves that the formation of resilience as a dynamic social process experienced by students is influenced by various internal and external factors as long as students learn in their lives. This agrees with the results of Grotberg's research [21], which states that the ability of resilience is not the same between individuals and other individuals. This happens because individual resilience is largely determined by the level of age, level of development, individual intensity in dealing with unpleasant situations, and how much support there is. Furthermore, Jowkar, Kojuri, Kohoulat, and Hayat [22] stated that academic resilience factors come from the social environment at home, school, community, and group. The opinion of Grotberg [21] states similarly that academic resilience can come from various sources, both external (such as family) and internal (originating from oneself), so that differences in resilience are determined by internal and external factors.

Dance Culture and Numeracy Literacy

Numeracy is an aspect of culture. Hence, numeracy literacy can be developed through culture. According to Kistanto [23], culture is perceived as the outcome of human preference, labor, and creation, meaning that people who are culturally aware strive to uphold their inherent worth. Culture is a human invention that eventually becomes a part of the environment that brings people together. Culture is a component of human behavior. Furthermore, behavior patterns and how one should behave within a society are determined by culture. Culture can give people direction and significance about their origins, which helps them develop a strong sense of self. As a result, cultural differences can impact attitudes and relationships among various aspects or elements of society, including gender differences, special needs groups, minority groups, and community systems such as kinship and education.

Learning numeracy literacy with cultural media is particularly interesting because, in every aspect of the movement, there are elements of values and norms that are considered important and valuable. In this perspective, the art of music not only includes a value system but also has elements of numeracy. Through culture, a person can consider whether music can be used to study numeracy literacy. For example, one of the dances from North Sumatra and North Sumatra Music Art is Gordang Sembilan.

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Figure 3. Gordang Sembilan

Gordang Sembilan consists of nine drums with different lengths and sizes. The nine drums have sequential sizes from the largest to the smallest. There are various versions regarding the reason for choosing nine drums to play. One of the famous ones is mentioned because it corresponds to the number of kings who ruled in Mandailing Natal. Gordang Sambilan was known in the pre-Islamic era as having a function for ceremonies to call the spirits of ancestors when their help is needed. Gordang Sembilan is played during wedding ceremonies (Horja Godang Markaroan Boru) or death ceremonies (Horja Mambulungi). People who use it for personal use must obtain permission from the king as the head of government and from Namora Natoras as the traditional leader through customary deliberations called markobar adat. Currently, Gordang Sembilan is performed at various events, such as welcoming great guests, cultural festivals, holidays, and international events such as the opening ceremony of the 2018 Asian Games in Palembang. In 2013, Gordang Sambilan was designated as an Indonesian Intangible Cultural Heritage of North Sumatra Province.

Gordang Sambilan has nine drums, which contributes to its potential for numeracy literacy. Every drum has a distinct size, with the jangat being the biggest. The drums are arranged in descending order of size, from small to large, left to right. The number of musicians required to perform Gordang Sembilan is not fixed; it could be five or six. In order to create a lovely rhythm, the nine drums are arranged in a row, smallest to largest. A number of additional musical instruments are also available at Gordang Sambilan, including *ogung boru/ogung betina* (the largest gong), *ogung Jantan, doal, salempong* (the smallest gong), *sarune,* and *tali sasayat.*

The Numeracy Literacy Domain is related to:

Algebra, which consists of the subdomains of representation, order properties, and operations on the number of gordangs and their beats; KPK (Gordang beaten every few seconds will sound together with other instruments at the second second); Subdomains of equations and inequalities, relations and functions (including number patterns), and ratio and proportion.

Geometry and measurement, related to determining the area to arrange the curtains in a neat pattern; determining the height of the pole to put the curtains; the shape of the curtains, etc.; subdomains of geometry, measurement, and spatial reasoning; concepts of volume, surface area, and congruence in everyday life; measurement of length, weight, time, volume, and discharge; as well as area units using non-standard and standard units.

Gondang music, if analyzed from the numeracy cognitive level, can be analyzed from the perspective of three aspects (see Table 4).

Table 4. Three aspects of Gondang Music

Aspects	Identification
Knowing	• Identifying, classifying, counting, measuring against drums • calculate the area of the drum circle. • Calculate the circumference of the circle of a drum instrument. • Calculate the surface area/volume of the musical instruments used,
Applying	• Determine the required skin width • Solving the problem • Keywords: choosing/determining, stating/modeling, and applying/implementing, among others.
Reasoning	• Analyze integrate and conclude • Information, make inferences, and extend their understanding in new situations, including previously unknown situations or more complex contexts.

Gondang Sembilan Dance and Numeracy Literacy Resilience

Teachers in general are not accustomed to using music for numeracy, literacy, and resilience purposes. This is mostly conveyed by mathematics teachers who have not optimally used a cultural approach by explaining the elements in Gondang music. The resilience dimension contained in Gondang music is how to play, and the cohesiveness of playing music dynamically is an important factor that must be owned by someone to be able to play Gondang music properly and correctly. The skill of playing music is determined by the level of resilience. The higher a person's resilience, the more skilled they will be at playing musical instruments.

The dimensions of numeracy literacy owned by Gondang music, when analyzed from all the physical elements of the musical instrument, are proven to have several main concepts that can be used by mathematics teachers in learning mathematics, which is expected to improve numeracy literacy in a more creative and innovative way. For a teacher to be able to use a culture-based learning process, it requires high artistic awareness so that teachers can be creative in explaining to students in a way that is fun and not boring for students.

Literacy has become quite important in the world of education; however, there are still major challenges originating from within schools, including the inadequate ability of teachers and school library personnel to use digital media [24]. Understanding how music and movement can contribute to building resilience can be understood by connecting the concept of resilience with the concept of eudaimonia.

To deal with life's difficulties, it is not easy to "function well" or "actualize one's potential," both of which are features of the concept of eudaimonia [25]. According to Ryff [26], eudaimonia is related to processes such as meaning-making, self-realization and growth, quality relationships with others, and self-knowledge. These qualities may be particularly important when facing challenges and difficulties in life, as asserted by various experts; "functioning well" also reflects progress in difficult times [27].

Therefore, eudaimonia and resilience are closely intertwined [28][29]. On the one hand, resilience reflects the ability to maintain, restore, and balance one's level of well-being when deviations due to adverse circumstances occur [30]. On the other hand, eudaimonia can be considered a mental resource, which involves a set of traits that provide positive resources to cope with future stress mitigation [31]. In this context, to overcome obstacles in life and build a healthy environment that promotes prosperity and well-being, resilience is required, which is the capacity of individuals to maintain stable psychological functioning during times of adversity [32]. Resilience refers to positive outcomes and transformations, or the realization of certain developmental milestones in a person who has faced great risk, adversity, and stressful situations [33]. It can be understood as an enduring characteristic of an individual, an indirect interaction between an individual and his or her environment, or an entity that can be adequate for some situations, such as social as well as academic [34].

Resilience cannot be considered a one-off event but can be understood as a complex and multidimensional event that is altered by personal, material, social, and cultural assets amongst significant losses [35]. It is contextualized, situated in everyday personal practice, and therefore considered important in the process of adaptation to change and in the face of adversity [36].

4. Discussion

Resilience is the ability to overcome difficulties, frustrations, or problems experienced by individuals [37] and is formed by the socialization process experienced by students in the family, school, and community environment. The development of resilience in life will enable individuals to overcome stress, trauma, and other problems in the life process [38]. Hence, resilience is a form of a person's awareness to change their mindset when facing problems so that they are not easily discouraged [39].

Adaptability is determined by the level of resilience. As explained by Janas [37], resilience is the ability to overcome frustrations and problems experienced by individuals. Thus, resilient individuals will try to overcome problems in life so that they can be free as well as able to adapt to these problems. Brook and Goldstein [40] suggest that resilience is an individual's ability to cope with problems and pressures more effectively, the ability to recover from problems, disappointments, and trauma, and the ability to develop more realistic goals.

In order to develop students' abilities, resilience is needed. While resilience is a person's ability to adapt and adjust to changes, demands, and disappointments that arise in life [42], resilience is a phenomenon where individuals are able to carry out positive adaptation patterns in the context of handling difficulties and risks [42]. Based on several main concepts, resilience is the ability of individuals to adapt in the face of various life problems by being calm, positive, and trying to rise from the difficulties faced and rediscover enthusiasm, strength, and realistic goals. To overcome various negative effects such as stress, sudden misery, or prolonged difficulties, resilience requires the support of a positive learning process and mindset to maintain a stable balance in one's life.

The level of literacy and numeracy resilience of students at all levels of education, based on the data, is dominated by female students. This happens due to factors such as those revealed by Brougham et al. [43], who

found that in general, women prioritize affective aspects in taking risks, while men prioritize cognitive considerations in viewing risk and danger as part of life. Similarly, the opinion of Hamilton & Fagot [44] states that women tend to focus on emotional coping, which means there is a greater focus on overcoming emotional distress, while men focus more on problem-focused coping, which means they tend to use logic rationally and solve problems at the source. Rizkiana [45] explains that women's resilience is higher than men's resilience because women, when sick, under pressure, and in difficult situations, tend to be able to survive and adjust to their circumstances [46]. Pohl, Bender, and Lachmann [47] found that women tend to show more empathy than men, and men tend to be more assertive than women. In addition, a woman also has many roles and multi-tasks in life. Women have better and higher control than men, have good emotional regulation, are optimistic, have the ability to identify problems and view problems as a life process that must be lived and must be accepted sincerely, and have a good sense of empathy, so that women's personalities are naturally formed with resilience patterns that survive in carrying out the process of adapting positively to threatening, challenging situations or other sources of stress. Based on the data analysis above, it can be interpreted that, from a gender perspective, women's literacy and numeracy resilience are considered higher than those of men. This finding still needs to be corroborated by analyzing the data and calculating in more detail the effect of education level.

The relationship between resilience and urban settings cannot be separated from the condition of urban areas that lack public spaces or open spaces that can hinder the establishment of social interactions in the community [48]. Sunarti [49] mentioned that the topography of different areas at the RW (neighborhood) level influences the interaction patterns between individuals, families, and communities in the region, which is different from rural areas that still have a lot of open space that encourages social interaction with others. The same thing was also revealed by Mamaghania [50], who mentioned that space is a fundamental factor that influences the establishment of communication in urban communities. Comparatively, students in rural areas feel more like they have friends who understand their emotions and can console them when they are upset, reassure them when they are anxious, and help them when needed. In contrast, students in urban areas feel less connected and alone.

Literacy is a topic that is constantly in demand. Literacy is a topic that is constantly in demand. Modern literacy is, by definition, much more than just being able to recognize letters. The ability to apply knowledge to solve issues in a variety of settings, including social, academic, and personal, is known as literacy. There are a number of recognized forms of literacy in global discourse, including financial literacy, scientific literacy, mathematical literacy, and language literacy. In Indonesia, two types of literacy are measured in relation to the implementation of the Minimum Competency Assessment (AKM): linguistic literacy, also known as reading literacy, and mathematical literacy, consequently known as numeracy.. Modern literacy is, by definition, much more than just being able to recognize letters. The ability to apply knowledge to solve issues in a variety of settings, including social, academic, and personal, is known as literacy. There are a number of recognized forms of literacy in global discourse, including financial literacy, scientific literacy, mathematical literacy, and language literacy. In Indonesia, two types of literacy are measured in relation to the implementation of the Minimum Competency Assessment (AKM): linguistic literacy, also known as reading literacy, and mathematical literacy, consequently known as numeracy.

Furthermore, there is also digital literacy. It requires digital literacy skills to use technology. The implementation of digital literacy is expected to make people wiser when using and accessing technology. In the field of technology, especially information and communication, digital literacy is related to the abilities of its users. With wise digital literacy, positive interaction and communication can be realized.

5. Conclusion

The relatively suboptimal profile of teacher resilience requires strengthening personal resilience. With strong resilience, teachers are expected to develop learning media that can improve numeracy and literacy skills. Cultural media can be used to strengthen the resilience of numeracy literacy by using music to help develop culture-based literacy and numeracy because there are regional cultures that can increase student knowledge and assist in the learning process through existing cultures associated with mathematics.

Acknowledgment

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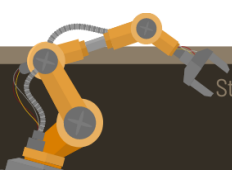
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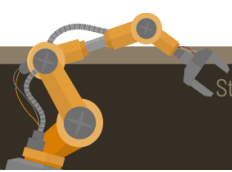
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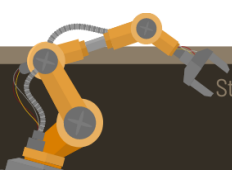
KNOCK PIANO WITH DIATONIC VIBRATION FREQUENCY FOR PLAYING INTERNATIONAL MUSIC - KNOCK DOWN SYSTEM TRADITION

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Abstract

This research is a development research of bamboo management into quasi-piano instruments. Bamboo gongs are usually toneless, in this study the gongs were made to be pitched. The piano is an instrument based on the technique of strings being hit with small hammers made of wood in a resonator box. A pitched kentongan piano works in the same way as a fortepiano, namely pitched bamboo which has the same vibration frequency of notes as a piano and is then given a resonator. Bamboo tubes replace the strings, then the bamboo tubes are given a resonator. Piano-like keys are made to act as pushers that hit the bells. The method in this research was Research and Development, by carrying out design, validating the design, making musical instruments based on the design, validating musical instruments, and continuing with a pitched kentongan piano performance. The target of this R&D was the intellectual property rights for the design and patent application for the pitched drumstick piano.

Keywords: piano, pitched clapper, made vibration frequency, resonator

1. Introduction

Piano is a type of chordophone musical instrument and strings are the source of sound. This component is the core of a piano located on the piano keys connected to the hammer, when the piano keys are pressed it hits the strings with a certain vibrating frequency to produce certain notes. The advanced technology of piano making was done by Bartolomeo Cristofori, an Italian, his harpsichord mechanism is gently and loudly referred to as gravicembalo col piano e forte, hereinafter referred to as pianoforte and now referred to as piano (Blackwood, 1980: 117).

The components of a piano consist of two or three metal strings for one note with the same vibrating frequency on the strings. Wood is relatively much needed in making pianos, and the mechanism of the piano key blades, techniques connected to string beaters, and the manufacture of large resonators make the price of the piano very expensive. The price of an upright piano, a piano with strings stands is seventy to one hundred million rupiah. The price of a grand piano is higher than that upright piano about two hundred to three hundred and fifty million rupiah. The price will be low if the strings of the frequency of the notes on the piano keyboard keys are replaced with the sound of bamboo, pitched bags which is carrying the resonator will be a tremendous cost savings. Wulung bamboo in 4 meters is only five thousand rupiah and this bamboo can be made into 30-pitched bamboo. Keyboard musical instruments usually consist of 61 keys, so it only takes as many as 3 bamboo sticks, costing one hundred and fifty thousand. The development of appropriate technology (TTG) for the piano of bamboo clappers with 61 keys is only four million rupiah. The piano is made of wood or teakwood while the price of A1 teak wood for 1–1.90 meters long, 16–19 cm diameter is Rp2.600.000– Rp3.900.000, and A2 teak wood 1–.90 meters long, diameter 22–28 cm is Rp4.000.000– Rp6.800.000,- (sumber: https://www.pinhome.id/blog/harga-kayu-jati/ unduh, 24 Februari 2023).

The number of teakwood is also decreasing due to the deforestation of waru-planted fields. On the other hand, if the material is made of bamboo then the price can be 80% cheaper. The price of a Giant bamboo 10-19 cm diameter with 4 meters long is Rp 100. The majority of small tone blades can be made with bamboo wulung, diameter 5-6 cm long 6 meters priced at Rp 50,000 when using bamboo wulung even cheaper with the same size at Rp 40,000,-. Teak trees, waru, and cempaka trees must be replanted when cut down otherwise they will not grow on their own, while bamboo that has been cut still leaves saplings that will grow on their own. This trait makes bamboo trees countless in various geographical regions of Indonesia.

Yogyakarta is one of the top 10 tourist destinations in Indonesia. The development of this musical kentongan could be a potential gift, giving souvenirs to domestic and foreign tourists. Tuned kentongan can be in the form of packages per note unit or a small piano set with 30-tone bar keys. The small bamboo drum piano set with thirty notes on the tone board will be designed with a knockdown, easy disassembly, and a packaging design that is easy to carry. This bamboo kentongan piano with diatonic vibration frequencies could have the potential to develop a creative economy with appropriate technology for Yogyakarta community.

Strengthening Technology-Based Character Education and Research Quality

Based on the problems above, there are several points must be considered such as the procedure of bamboo selection to fit the sound standards, how to elevate original bamboo into diatonic bamboo, sound resonator technology to make loud sounds and meet the required sound frequencies, the design of bamboo clappers (Kentongan Bambu) to be easy to play with the fingers like piano technology, and the way to make a knockdown system so that the bamboo kentongan piano is easy to assemble, taken out for the tone stem, and reassembled to be played in a series of piano keys.

A. Piano System Tone Board Keys

Advanced technology for making pianos was carried out by Bartolomeo Cristofori, an Italian, his soft and hard harpsichord mechanism was referred to as gravicembalo col piano e forte, later called pianoforte and now referred to as piano (Blackwood, 1980: 117). The technology developed by Bartolomeo enables the sound of the strings to not echo continuously because when they are struck they are dampened by an automatic system that closes the strings. The piano sound can be louder because of the resonator design that accommodates the strings. It is called a forte piano, forte means loud sound. Pradoko, et al, in 2014 created an angklung with a piano system so that a player can play several notes through his fingers, whereas with conventional playing techniques, a player only plays one angklung note. The angklung set as designed in the 4 voice harmony system (SATB) will then be further developed with a piano key model. The piano key model is made by: (1). making the blades of the keyboard as a means for the angklung pressing fingers, (2) making the elbows elongated as an extension of the keystroke, (3) making push keys to push the rubber on the blades in angklung melody bar (Pradoko, et al, 2014:5).

B. Bamboo Musical Instrument Tuning Techniques

The technique for making pitched angklung tubes is done by thinning the tube or shortening the bamboo tube. The procedure of tune is done in the following way: (1) Blow into the resonator tube, if the sound is lower than the standard tone, slightly tighten the lip of the resonator tube; However, if the resonator is higher than the standard pitch, it must be replaced with a new angklung. (2) If the sound is higher than the standard pitch when you hit it, cut the soundboard in a longitudinal direction. This also has to be done little by little, so that the tightening is not too excessive. (3) If the sound produced by the blow is too low, cut off the leg of the tube, if the leg is long enough. The top part can be cut if this step is not possible, (Winitasasmita and Budiman, 1978: 67, Pradoko, 2014: 16). The tuning technique for the pitched kentongan will be carried out based on the signs of the toga steps.

The tuning of diatonic notes was made by Pythagoras with certain frequency ratios. Pythagoras has proven that harmony tone is a very simple frequency comparison, namely: C/c =1/2, C/G = 2/3, C/F =3/4, C/E = 4/5, C/D = 5/6, C/A = 5/8, and C/B = 8/15.

Marsenne (in Prawirohartono, 2007: 376) succeeded prove that the upper octave note has twice the frequency, and has a length string ½ times after taking a long time process. Starting from these two findings, this paper tries to compare diatonic note frequencies calculated using quint sequences upper and lower octaves with diatonic note frequencies calculated using geometric sequences (Purwoko, 2007: 74).

Roadmap for Research and Development of Traditional Bamboo Music

Developing intellectualization and cultivating the concept of orchestra arrangements as the nation's soft power for the world through the following research process:

The process of developing bamboo musical instruments solely in learning, arranging techniques, and performing has been carried out since 1996 in the Music Education Department. The performances include the 47th and 48th Anniversary of UNY Archipelago Traditional Arts Performance, 2011 and 2012, the opening of the National Student Rocket Competition at Congot Beach, Kolon Progo, 2012. The new field of research has been carried out since 2014 and until now by A.M. Susilo Pradoko et al. In 2018, the Bambu Orchestra also celebrated the closing of PIMNAS 31 (https://www.youtube.com/watch?v=TGkX3Uo8JQ0). In bamboo orchestra

performances, there is still no quasi-piano musical instrument made from bamboo, so this research will provide a type of musical instrument such as a piano but the sound source is made from bamboo.

2. Method

Research and development methods (Research and Development) are used to produce products and test these products. This method has been widely used in the fields of natural sciences and engineering. Almost all technological products such as electronic devices, motorized vehicles, airplanes, ships, weapons, medicines, medical equipment, multi-storey buildings, and modern household appliances are produced and developed through research and development. However, research and development methods can also be used in social sciences (Sugiyono, 2009: 297).

In designing Angklung electone, the Research and Development research method will be applied which has been explained by Sugiyono in the book Quantitative Qualitative Research Methods and R&D with slight modifications by art creation research by Susilo Pradoko, et al in 2014. The chart of Sugiyono R&D method with slight modifications can be seen as follows:

The R&D steps of the Borg & Gall model (Sugiyono, 2009:298) are shown in figure 9
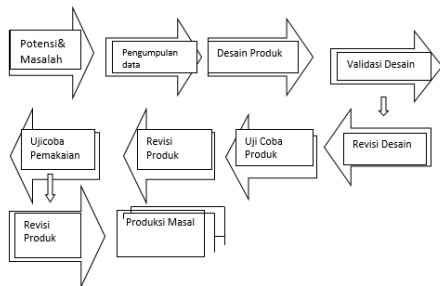
Figure 9. R&D steps for modifying works of art
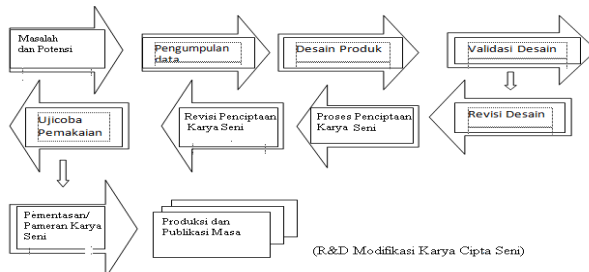
(Source: Design and Construction of SATB Angklung Music Model, Pradoko et al, 2014: 11)

Bamboo kentongan is difficult to make a pitch because of its construction is hollow in the middle. The hole in the middle is solely for the sound resonator, but the sound cannot be shaped according to the frequency desired by the maker of the musical instrument. To make bamboo notes that produce sound gradations according to the formula for the number of vibrations of each note, the design will be made in the form of blades. The blades are then given a resonator so they will make a loud sound.
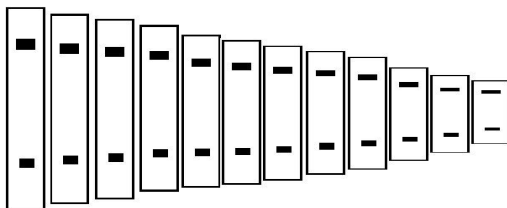
Images of blades that have been tuned based on the tone frequency are then each given a resonator tube. The picture can be seen as follows:
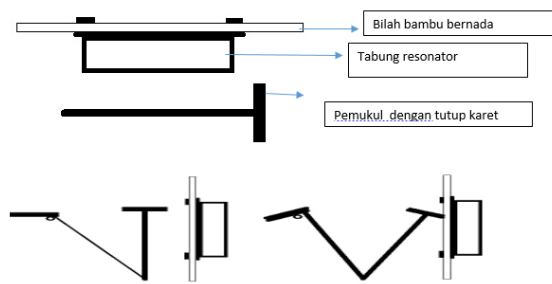
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	Bilah bambu bernada
	Tabung resonator
	Pemukul dengan tutup karet

The mechanism of a kentongan piano is a bamboo blade with a resonator tube installed adjacent to the beater, the beater is then connected to the keys. When the key on the tone board is pressed, it will press the extension bar then the bar will hit the sound clapper, so the sound of the clapper appears according to the desired sound frequency. This bamboo kentongan piano will be made with 30 notes, namely from note c to note f2.

The shapes of rhythmic bamboo clappers and pitched bamboo clappers are as follows:

(Kentongan perkusi ritmis tak bernada)   (Kentongan bernada sesuai frekwensi bunyi nada)

The pitched bamboo clappers are then lined up on a shelf with 30 pitched bamboo clappers. These pitched bamboo become a substitute for the string analogy in forte piano musical instruments or grand piano musical instruments which cost hundreds of millions.

3. Results

   c. The Selection Process of Bamboo Material for Diatonic Kentongan Blades

The bamboo material for angklung must be selected from old bamboo. It is because old bamboo has less water content in the bamboo. The less water content in bamboo makes the bamboo sound louder. The characteristics of old bamboo are (1) The bamboo is clear, shiny, and has dense fibers. (2) The bamboo has many white spots attached to the bamboo tree trunk (Pradoko, 2019:7). Making musical instruments from bamboo requires selecting bamboo that has been preserved. Bamboo preservation can be done through natural, fumigation, or chemical processes. Apart from reducing the flour content, the water content is only around 10-5%. Bamboo was selected at the Bambubuku, Jalan Ngrenak Lor, Km. 7.5 Godean. The bamboo chosen is Wulung bamboo which has had a preservation process by Bambubuku. The selected bamboo has a diameter of 5-7 cm. Then the bamboo will be made into pitched blades.

(Bahan bambu telah diawetkan dari Bambubuku)

   d. Design and Implementation Process for Making Pitched Bells.

The forms of rhythmic bamboo clappers and pitched bamboo clappers are as follows:

(Kentongan perkusi ritmis tak bernada)   (Kentongan bernada sesuai frekwensi bunyi nada)

The pitched bamboo clappers are lined up in one rack with 30 pitched bamboo clappers. These pitched bamboo clappers become a substitute for the string analogy in forte piano musical instruments or grand piano musical instruments which cost hundreds of millions. Tuning the notes is very difficult for a traditional Kentongan even though researchers have tried to make it as in the left picture.

Initial designs used nuts and bolts to join the resonator tube and blades, as shown in the following image:

Furthermore, the design was revised without using nuts and bolts but simply with adhesive, so that it was easy to arrange in the box of the piano room. It could be simple to control the tone, easy to remove between the blade and the resonator, and between the clappers unit with a whole box in a combined large resonator piano chamber that accommodates three octaves. The form of the pitched gong is as follows:

(Kontongan bernada tanpa sekrup) (Tabung Rsonator Kentongan) (Bilah Bambu Bernada)

c. Bamboo Kentongan Beater Design Connected to Pressing Keys

The mechanism of a kentongan piano is a bamboo blade with a resonator tube installed adjacent to the beater, the beater is then connected to the keys. When the key on the tone board is pressed, it will press the extension bar then the bar will hit the sound clapper, so the sound of the clapper appears according to the desired sound frequency. This bamboo kentongan piano will be made with 30 notes, namely from note c to note f2.
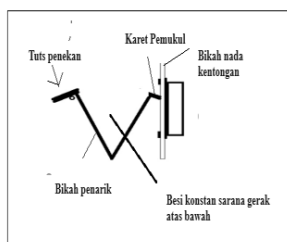
(Desian gambar rancangan dengan perbaikan modifikasi, penambahan palang besi)

Furthermore, the process of making bats is positioned according to each note, arranged precisely thus each bat does not wobble, and is only tasked with hitting the intended gong. The following is a picture of the realization of a series of pitched clappers and their beaters:

(Box kotak resonator besar dengan deretan kentongan bernada dan pemukulnya)

When the key is pressed, it pulls the blade up to the base of the bat and at the opposite end has a downward motion, so that the rubber tip hits the blade of the pitched clapper.

Results of Assembling a Kentongan Piano with Diatonic Frequency Tones

After the row of bamboo clappers has been completed, 22 clappers with pitches C1 to C4 have been made, and the chromatic tones cis1 to bes3, totaling 15 clappers are lined up, then the length of the box is made for the resonance with a total of 37 natural and chromatic clappers.

(Papan box resonansi gabungan nada-nada c1 hingga c4, natural dan kromatik)

A cover is made and designed after assembling the beater and the height between the touch board and the *kentongan* notes. It can be opened so that the sound is clearer and the notes played resonate with the waves coming out of the piano box. The following pictures are piano with a top cover that can be opened and closed and a piano

with a diatonic frequency tone after it is finished as a whole: (Piano kentongan diatonic di buka penutupnya) ..(Piano kentongan diatonic ditutup *cup*nya)

Kentong Piano Results Trial

The final kentongan piano was then tested and played as a single game, namely by playing a West Javanese regional song entitled Tokecang. Here is a link to the recording of the kentongan piano being played with this song:

https://drive.google.com/drive/u/1/folders/117LZn7dL2cCsIKED_fM29cR7K_qT7qMX. The combination of melody and chords tried to play the Tokecang song. Then it was played in an ensemble with the kolintang with the song Rayuan Pulau Kelapa by Ismail Marzuki. This kolintang ensemble playing with piano accompaniment has also been recorded and uploaded on YouTube with the following link address:**https://www.youtube.com/watch?v=Z-QYVeGOnqE** .

(Pementasan Piano Kentongan Link Yutube)

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The results of the solo piano and ensemble piano performances are presented as follows:

Aspects of low pitch sound results, high-pitch sound levels, sound frequency accuracy, and resonance already have a good category score. The production aspect of the Kentongan Piano when played is being able to play melodies, one and two sounds, sounds at once, and being able to play together with other musical instruments, this category score is very capable. The assessor of the results of the practice of playing music is the lecturer who teaches piano courses in the music arts education study program, UNY. All aspects of the musical instrument and when used for playing music are good and very good, the only suggestion that should be taken into consideration is that the distance between the keys should be closer, this is an input in carrying out further research.

4. Discussion

The kentongan piano with diatonic frequency tones using bamboo blades as a substitute for diatonic frequency tones in this study resulted in several conclusions, as follows:

1. The choice of bamboo for kentongan musical instruments with diatonic frequencies must be old bamboo, namely around 4 - 5 years old, and the bamboo has been preserved so that it produces a loud sound due to the low water content, namely only 10 - 15 percent.

2. The resonator for the tone blades is made from a tube that is suitable for length and has a width at least as wide as a bamboo blade.]

3. When the resonator tube is connected to the bamboo blade, it must be ¼ of the length of the bamboo blade. Without simply sticking it on, the bamboo pitch blade will not produce a loud sound, but instead, the sound of the blade will be muffled.

4. The arrangement of the rows of pitched clappers must be adjusted to the beater shaft and the extension of the beater towards the keys of the touchpad, and keyboard so that the touchboard matches the sound designed in a series of diatonic scales.

5. The series of calppers is simply attached with a rough surface tape fastener to the gong tube and a smooth surface tape fastener is attached to the piano box. Next, the handle of each note is connected to the keys of the keyboard, where they are touched when playing diatonic chime piano music.

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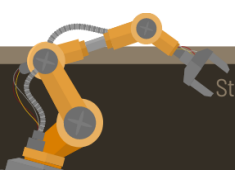
THE QUALITY OF THE 4C LEARNING OUTCOME ASSESSMENT MODEL INSTRUMENT: CHARACTER ASSESSMENT SOLUTION IN SOCIETY 5.0 ERA FOR PRIMARY SCHOOLS IN INDONESIA AND MALAYSIA

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Abstract

The Society 5.0 era in education emphasises character, moral and exemplary education. Assessment of 4C character strengthening on 21st century learning outcomes in elementary schools to see the 21st century learning process can provide positive things in achieving goals and improving the quality of learning. The objectives of this study are to: (1) know the construct of the 4C learning outcomes character strengthening instrument for students, (2) an accurate and reliable Era Society 5.0-based character assessment instrument for 4C Learning Outcomes for students. This model can be a solution to assess the character of elementary school students before entering higher education. This research is a survey research that begins with instrument development. Construct validation of the instrument with Confirmatory Factor Analysis. The research was conducted in 15 primary schools in Yogyakarta Province and 15 schools in Malaysia. The results of this study are: (1) The construct of the assessment instrument includes four aspects represented by 19 sub-aspects used to measure the strengthening of the character of 4C learning outcomes in primary schools in Indonesia and Malaysia; (2) the quality of the assessment instrument with CFA obtained factor loading more than 0.3 so that there are no items that fall. has a good reliability estimate because all reliability measures have exceeded 0.7, while the validity is less good because the AVE value is less than 0.5.

Keywords: Era Society 5.0, learning outcomes, 4C's, 21st century, elementary school

1. Introduction

The 21st century is the century where the Industrial Revolution 4.0 began. Meanwhile Ghorbani, Jafari, & Sharifian, (2018) explained "the findings obtained from the two qualitative and quantitative parts of this study indicate that 21st century teachers must educate students in such a way that they can learn how to be today". The same thing was conveyed by Van Hong, B., Tuyen, T., & Luong, N. T. (2018) who revealed that 21st century teachers are required to have a minimum of three competencies, namely the ability to apply technology in learning, besides that 21st century teachers are required not only to be able to teaching and managing classroom activities effectively, but also required being able to build effective relationships with students and the school community, use technology to support improving the quality of teaching, and do reflection. and improve their learning practice continuously. According to Anwar, et al (2018) strengthening character education in Era Society 5.0 is urgently needed and the roles of teachers and parents are an important part of strengthening this character. Based on this research, effective relationship is the key word and effective teacher-student relationship is part of cultivating character in students. The Indonesian government takes this disruption seriously as marked by the launch of the roadmap "Making Indonesia 4.0" which is the government's commitment to enter the era of the industrial revolution 4.0. Along with these dynamics, the world of education in Indonesia also needs to improve and be prepared by making several changes in the application of learning methods in schools, especially in shaping the character and mindset of students to be more independent, creative and innovative. In addition, learning models and techniques also need to be adapted to the developments and needs of the times (Saepudin, 2019).

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Elementary school is the first foundation in shaping the ability and personality of students. Students need to be directed, guided and bridged towards their complex development at the elementary school level unit. Therefore, education in primary schools is essentially education that directs and motivates students to learn more. The uniqueness of each student needs to be considered and developed to encourage them to express themselves in unique ways and abilities so that they can develop self-confidence and excel in their preferred field. The uniqueness of their background can be seen in changes in various aspects of attitude, movement, and intelligence, thus affecting their development (Rachman, 2015).

As in Indonesia, Malaysia as a developing country also faces similar challenges to develop its human resources from an early age. Malaysia has established itself as an educational advantage in the Asia Pacific Region with Law 550 designed to address the challenges of the 21st century (Suparlan, 2008). Learning outcomes need to be evaluated to see the success rate of program targets and their implementation. Based on the explanation above, this research is proposed to compare and analyze the implementation of learning programs in Indonesia and Malaysia by evaluating learning outcomes, especially at the basic education level to respond to the challenges of the 21st century. The objective of this research are (1) Knowing the construction of the assessment instrument in measuring character strengthening on 4C learning outcomes in elementary schools in Indonesia and Malaysia and (2) Knowing the quality of the assessment instrument in measuring character strengthening on 4C learning outcomes in elementary schools in Indonesia and Malaysia.

2. Method

Research Type

This research includes development research. The aims of this study were to: (1) develop an accurate and reliable Era Society 5.0-based character assessment instrument of 4c's Learning Outcomes for students.

Time and Place of Research

The research will be conducted in 15 elementary districts in Yogyakarta Province, each of which has three sample in each section consisting of; Sleman, Bantul, Gunungkidul, Kulon Progo, and Yogyakarta City. The samples for the elementary school in Malaysia were taken from 15 primary schools in Selangor, Malaysia.

Data, Instrument, and Data Collection Techniques

Questionnaire data is used to look at the effectiveness and character strengthening assessment on the implementation of 4C's learning outcome assessment in Elementary School. The type of data used is ordinal data with four scales (Likert) with question forms following the indicators in the assessment of strengthening the character of 4C's learning outcomes.

Data Analysis Techniques

There are two kinds of data analysis techniques used in this study, namely item analysis techniques and data analysis techniques. The item analysis technique is carried out when proving construct validity, namely using exploratory factor analysis techniques confirmatory factor analysis techniques (Confirmatory Factor Analysis = CFA).

3. Results and discussion

Results

This study uses primary data obtained through distributing questionnaires to respondents, namely teachers and students at the primary school level spread across 5 (five) districts of Yogyakarta Special Region. The researcher distributed questionnaires online to respondents with a total of 620 students and 90 teachers. The instrument consisted of 40 questions.

Content Validity

The data obtained from respondents were then analysed to determine the characteristics of the items. The analysis was carried out using SmartPls software to determine the estimation of aitem reliability and validity. As well as content validity using the Aiken V formula. proof of the estimated validity and reliability of the construct can be seen by looking at the output in SmartPls by looking at the results of Construct Reliability and Validity. Construct Reliability and Validity can be seen in Table 10. In addition, content validity can also be seen in Table 1.

Tabel 1. **Content Validity for Student Questionnaires**

Item Number	V	Information	Item Number	V	Information
1	1.0000	High	21	0.9630	High
2	1.0000	High	22	0.9630	High
3	1.0000	High	23	0.8519	High
4	1.0000	High	24	0.8148	High
5	1.0000	High	25	0.8148	High
6	1.0000	High	26	0.9259	High
7	0.7407	Medium	27	0.9259	High
8	0.7778	Medium	28	0.9630	High
9	0.9259	High	29	0.9630	High
10	0.9630	High	30	0.9630	High
11	0.8519	High	31	0.9259	High
12	0.8519	High	32	1.0000	High
13	0.8519	High	33	1.0000	High
14	0.6667	Medium	34	0.9630	High
15	0.7037	Medium	35	1.0000	High
16	1.0000	High	36	1.0000	High
17	0.8889	High	37	1.0000	High
18	0.8889	High	38	1.0000	High
19	0.7778	Medium	39	1.0000	High
20	0.9259	High	40	1.0000	High

Table 1 shows that the analytical content validity shows that there are High and Medium categories. Items that fall into the High category are items 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40. Items that fall into the Medium category are items 7, 8, 14, 15, and 19. So it can be concluded holistically that the content validity for the student questionnaire is in the high category.

Reliability and Construct Validity

Results of finalising construct validity using SmartPLS. The 4C 21st century characters measured are communication, collaboration, critical thinking, and creativity. The results of construct validity and reliability can be seen in Table 2.

Table 2.   Reliability and Construct Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Character 4C	0.940	0.944	0.945	0.306
Collaboration	0.830	0.834	0.867	0.397
Communication	0.775	0.783	0.829	0.312
Creativity	0.869	0.873	0.896	0.492
Critical Thingking	0.849	0.854	0.881	0.426

Based on the results of the analysis for the Collaboration, Communication, Creativity, and Critical Thingking aspects, it has a good reliability estimate because all reliability measures have exceeded 0.7, while the validity is not good because the AVE value is less than 0.5, namely the Collaboration aspect has a Cronbach's Alpha reliability of 0.830 has exceeded 0.7, but the validity is still not good, which is 0.397 below 0.5, Communication aspect has Cronbach's Alpha reliability of 0.775 has exceeded 0.7, but validity is still not good, namely 0.312 below 0.5, Creativity aspect has Cronbach's Alpha reliability of 0.869 has exceeded 0.7, but validity is still not good, namely 0.492 below 0.5, and Critical Thingking aspect has Cronbach's Alpha reliability of 0.849 has exceeded 0.7, but validity is still not good, namely 0.426 below 0.5. Another thing that needs to be seen is discriminant validity. Discriminant validity can be seen in Table 3.

Table 3.   Discriminant Validity

	Character 4C	Collaboration	Communication	Creativity	Critical Thingking
Character 4C	0.554				
Collaboration	0.895	0.630			
Communication	0.797	0.706	0.558		
Creativity	0.893	0.710	0.575	0.701	
Critical Thingking	0.894	0.708	0.592	0.775	0.653
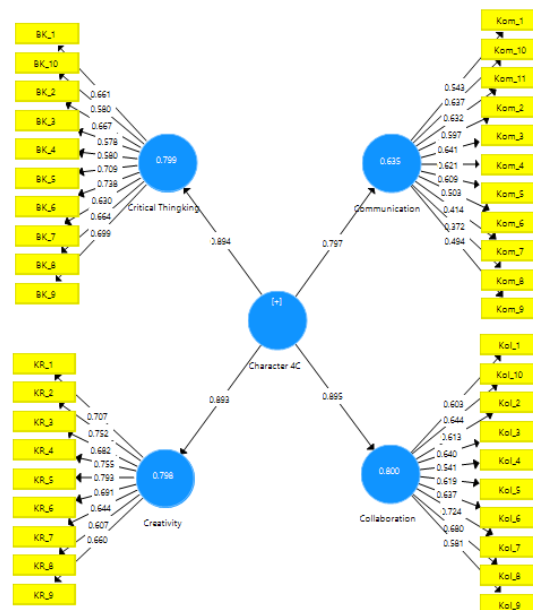
Figure 1. CFA Analysis Results

Based on the analysis results, what needs to be considered in the aspects of Collaboration, Communication, Creativity, and Critical Thinking. The diagonal number in Table 9 is the root of the AVE and the other numbers are the correlation coefficients between constructs. Discriminant validity will be fulfilled if the root AVE value must be greater than the correlation coefficient. Since all correlation coefficient numbers are smaller than the root value of AVE, it can be concluded that the constructs developed in measuring Character 4C have good discriminant validity. The next thing to note is the loading factor value. Loading factor can be seen in Figure 4.

Based on Figure 4, the eleven items developed to measure Communication can be said to be valid because they have a loading factor value of more than 0.3. Furthermore, the ten items developed to measure Collaboration can be said to be valid because they have a loading factor value of more than 0.3. In the aspect of Creativity with 9 items can be said to be valid because it has a loading factor value of more than 0.3, and all ten Critical Thinking items can be said to be valid because they have a loading factor value of more than 0.3.

Based on Figure 1, the eleven items developed to measure Communication can be said to be valid because they have a loading factor value of more than 0.3. Furthermore, the ten items developed to measure Collaboration can be said to be valid because they have a loading factor value of more than 0.3. In the aspect of Creativity with 9 items can be said to be valid because it has a loading factor value of more than 0.3, and all ten Critical Thinking items can be said to be valid because they have a loading factor value of more than 0.3.

The results of the 4C character strengthening level were obtained based on the assessment to measure character strengthening on learning outcomes in primary schools in Indonesia and Malaysia. The results of the 4C learning outcome character strengthening level can be seen in Figure 7.

Figure 7. 4C Gain Level Results

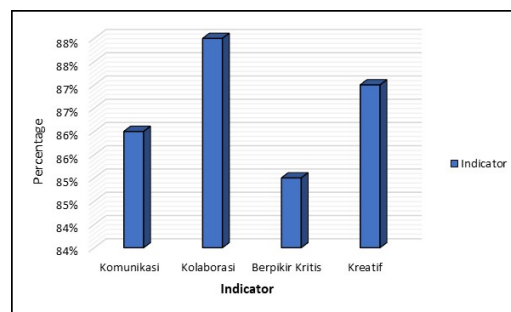The results of the 4C reinforcement level were analysed by calculating the overall score of the questionnaire. Based on the results of the analysis, the level of reinforcement of 4C learning outcomes was categorised based on five levels according to Purwanto (2010). Based on Figure 8, the percentage level of character strengthening on 4C learning outcomes is known. It is known that the percentage of communication character is 86%, collaboration character is 88%, critical thinking character is 85%, and creativity character is 87%. From the acquisition of the percentage of aspects of the implementation of the 4C learning assessment, it can be concluded that the order from dominant to less dominant aspects is collaboration, creativity, communication, and critical thinking. The results of strengthening the character of the 4C learning outcomes level after being categorised on communication characters are in a very high category, collaboration characters are in a very high category, critical thinking characters are in a very high category, and creative characters are in a very high category.

4. Discussion

The construct of the 4Cs learning outcomes character strengthening assessment instrument includes four aspects, namely communication, collaboration, critical thinking, and creativity. The four aspects are represented by 19 sub-aspects that are used to measure the strengthening of 4C learning outcomes in primary schools in Indonesia and Malaysia. The communication aspect indicators are based on Septikasari and Frasand (2018), where the sub-aspects assessed are (1) articulating thoughts and ideas effectively using oral, written, and non-verbal communication skills in various forms of context, (2) using communication for various purposes (e.g. informing, instructing, motivating, and persuading), (3) using various media and technology and knowing how to assess their effectiveness and impact, (4) communicating effectively in hostile environments. Indicators of collaboration aspects are based on Septikasari and Frasand (2018), where indicators in the assessment are cooperation in groups, adaptive, productivity in groups, support, and respect for other members.

The sub-aspects of critical thinking were assessed based on the views of Abdurrohman and Djunaidi (2016), where the indicators are (1) reasonable reasoning, (2) understanding the continuity of information, (3) solving problems with the abilities possessed, (4) uncovering problems, (5) analysing problems, and (6) solving problems. Meanwhile, the aspects of creativity are defined by Mitchell et al (1983), where the sub-aspects in the assessment are (1) floating ideas, (2) conveying ideas, (3) applying ideas, and (4) being open and responsive to new and different perspectives.

The quality of the 4C learning outcomes character strengthening assessment instrument in Indonesian and Malaysian primary schools is proven by validity, reliability estimation, and instrument construct. Data or

information can be said to be valid if it is in accordance with the actual situation. In this case, the instrument can be said to be valid because it can describe the data in accordance with reality or the actual situation. Anderson in (Arikunto, 2012) states that a test is valid if it measures what it is to be measured, which means that a test is said to be valid if the test measures what is to be measured. In this study, content validity was carried out at an early stage. Content validity was used to see whether the items developed were in accordance with the predetermined indicators. Content validity is assessed through expert judgement or experts in accordance with the field of expertise. Content validity was calculated through the V Aiken formula with the results analytically showing that there were High and Medium categories and holistically included in the High category.

Furthermore, construct reliability was carried out to see the reliability of the instrument developed. Based on the reliability criteria by Guilford (1956), the reliability estimate in the range of 0.6 - 0.8 has a high reliability estimate. Based on the results of the analysis, the reliability estimate is good because all aspects exceed 0.7, while the validity is not good because the AVE value is less than 0.5, namely the Collaboration aspect has a Cronbach's Alpha reliability of 0.830 which has exceeded 0.7, but the validity is still not good, which is 0.397 below 0.5, the Communication aspect has a Cronbach's Alpha reliability of 0.7, 775 has exceeded 0.7, but the validity is still not good, namely 0.312 below 0.5, the Creativity aspect has a Cronbach's Alpha reliability of 0.869 has exceeded 0.7, but the validity is still not good, namely 0.492 below 0.5, and the Critical Thingking aspect has a Cronbach's Alpha reliability of 0.849 has exceeded 0.7, but the validity is still not good, namely 0.426 below 0.5.

Valid criteria for items are also seen through CFA analysis. Valid criteria in CFA can be considered valid if the loading factor > 0.3 (Hair, 2010). It is known that the eleven items developed to measure Communication can be said to be valid because they have a loading factor value of more than 0.3. Furthermore, the ten items developed to measure Collaboration can be said to be valid because they have a loading factor value of more than 0.3. In the aspect of Creativity with 9 items can be said to be valid because it has a loading factor value of more than 0.3, and all ten Critical Thinking items can be said to be valid because it has a loading factor value of more than 0.3.

21st century learning requires students to have active, critical thinking, communication, and collaboration characters called 4C. In implementing the 4C characters to students, teachers have an important role in communicating with students well in various situations (Resti & Rendy, 2018). Based on the results of the analysis of the 4C learning outcomes character strengthening assessment conducted in Indonesian and Malaysian primary schools, it is known that in the aspect of communication character is in the very high category, collaboration character is in the very high category, critical thinking character is in the very high category, and creative character is in the very high category. In this case, the teacher has made a good assessment in strengthening the 4C character. Student learning outcomes will be good if the teacher plays a role in providing 4C competency character strengthening in learning. This is in accordance with Simanjuntak (2019), that teachers have a big role in systematically developing 4C competencies in students. the research conducted also states that the 4C learning model will affect student learning outcomes.

The application of character strengthening in the character aspect in the communication aspect is known that the teacher provides character strengthening well. Pratiwi et al, (2020) stated that the application of communication aspects in learning will improve students' ability to explain ideas or knowledge both orally and in writing. Meanwhile, the collaboration aspect has the highest score. It can be said that the level of strengthening of the collaboration aspect is a higher level of character strengthening in the 4C learning outcomes. According to Rahmawati and Dwikoranto (2022), creativity increases students' ability to find new ideas. It is known that the creativity aspect occupies the second position after the collaboration aspect. Strengthening character in the aspect of critical thinking teachers have also provided good character strengthening. This is in accordance with Zivkovil's research (2016) that there is an increase in students' critical thinking skills in collaborative learning. The most dominant aspect in the implementation of 4C learning assessment in schools is the most dominant aspect of collaboration, then creative aspects, followed by the third position of communication aspects, and critical thinking occupies the last position.

Assessment of collaboration skills includes assessing cooperation between learners, adaptation, giving productive tasks to learners, and supporting and giving direction to learners to respect each other. Collaborative learning provides opportunities for students to exchange ideas, express ideas, discuss, solve problems, and analyse critically and thoroughly, allowing them to create new and deeper understanding (Septikasari, 2018). In addition, collaborative learning provides a space for students to improve their group working ability, a skill needed in college or the world of work (Arnyana, 2019).

Contrary to the point above, critical thinking skills are in the last position in the implementation of 4C-based assessment in primary schools, so it can be said that aspects of critical thinking skills are still difficult to implement. In accordance with research by Fatimah et al (2020), the implementation of the 4C aspects is only limited to communication, collaboration, and creativity, while critical thinking, problem solving, and innovation
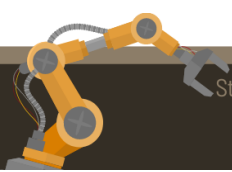
have not received much attention. In addition to providing critical thinking skills questions to students, teachers should also provide more case-based questions and assignments so that students are skilled in solving problems.
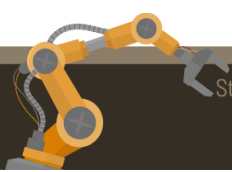
5. Conclusion

The construct of the assessment instrument includes four aspects represented by 19 sub aspects used to measure character strengthening 4C learning outcomes in primary schools in Indonesia and Malaysia including: (1) Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in various forms and contexts; (2) Using communication for a variety of purposes (e.g., informing, instructing, motivating, and persuading); (3) Utilizing a variety of media and technologies and knowledge to assess their effectiveness and assess their impact; (4) Communicating effectively in diverse environments; (5) Cooperating in groups; 6) Adaptive; (7) Productive in a group; (8) Supportive; (9) Respectful of other members; (10) Reasonable reasoning; 11) Understand continuity of information; (12) Solve problems to the best of your ability; (13) Uncover problems; (14) Analyze problems; (15) Solving problems; (16) Floating ideas; (17) Conveying ideas; (18) Implementing ideas; and (19) Be open and responsive to new and different perspectives.

Collaboration analysis has a good reliability estimate because all reliability measures exceed 0.7, while its validity is not good because the AVE value of 0.397 is less than 0.5. Communication obtained a good reliability estimate because the reliability measure exceeded 0.7, and the validity was not good because the AVE value of 0.312 was less than 0.5. Furthermore, creativity has good reliability because the reliability measure exceeds 0.7, and the validity is not good because the AVE value of 0.492 is less than 0.5. Critical thinking obtained a good reliability estimate because all reliability measures exceeded 0.7, and its validity was not good because the AVE value of 0.426 was less than 0.5. Valid criteria in CFA analysis can be considered valid if the loading factor> 0.30 (Hair, 2010). It is known that the five items developed to measure Communication are all valid because the loading factor is more than 0.3. Furthermore, the five items developed to measure Collaboration are all valid because the loading factor is more than 0.3. In critical thinking, there are six items developed to measure it, all items developed to measure Critical Thinking are all valid because the loading factor is more than 0.3. Next is creativity, where four items were developed, all of which are valid because the loading factor is more than 0.3.

The results also show that the implementation of the 4C learning outcomes character strengthening assessment in Indonesian and Malaysian primary schools is good. With the level of each aspect in the high category. The level of strengthening the character of 4C learning outcomes obtained by communication by 86%, collaboration character by 88%, critical thinking by 85%, and creativity by 87%.

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ALIA: A WEBSITE-BASED ASSESSMENT TO MEASURE CHILDREN'S EARLY LITERACY

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Abstract

ALIA (Early Literacy Assessment) is an instrument developed to assess early literacy skills in children between the ages of 5 to 7 years. It is based on a model that combines games and technology as tools to enhance the assessment of children's capacities. The test was calibrated with 593 children and implemented with 38 children. Evidence of reliability and validity based on current standards is presented. The data shows a good level of reliability for all subtests. Some evidence of content validity, test constructs and the effectiveness of the websites developed are presented. This instrument represents a new approach and a new frontier in literacy assessment.

Keywords: website, literacy assessment, early childhood

1. Introduction

The low literacy skills of children in developing countries are a problem in education. The results of cognitive skills tests through PISA and PIRLS show that developing countries, including Indonesia, are experiencing very serious literacy problems (Hanushek, 2013). When viewed from its development, conventional literacy, which is measured in adolescents or elementary school children, starts with literacy that grows at an early age (Ebert, 2020; Kempert et al., 2016; Neumann et al., 2013). Research shows that early literacy that occurs before conventional literacy makes a huge contribution. Early literacy even becomes a predictive ability for children in their literacy progress. For this reason, early childhood education is education that lays the foundation for the development of literacy in children in the future.

Assessing children's literacy is a very important activity to see the potential and needs of children (O'Callaghan et al., 2016; Snowling, 2013). This assessment is used to make decisions on the learning strategies that teachers should choose. The problems faced by teachers are in the indicators that are measured and in making decisions related to children. Teachers do not know the indicators that are measured in children with certainty. Traditionally, teachers also have difficulties in analyzing children's literacy performance because the assessment format used is not the same from time to time.

An alternative to this situation is to use games as media instruments in evaluation contexts and to use technology to increase motivation (Al-Fraihat et al., 2020; Hwang et al., 2014; Neumann et al., 2019). Although several studies and learning in schools have shown that games and technology are useful for intervention, schools almost never use games and technology for assessment.

The ALIA assessment test (Asesmen Literasi Awal, ALIA, Early Literacy Assessment) is a test that is applied to a computer or laptop screen device that makes it possible to explore children's literacy skills at the age of 5 to 7 years. ALIA has 16 subtests, which are grouped into five different games. The average time for the five games is about 30 minutes, and the evaluator can decide whether the game should be done in one day or continued the next day. Evaluators provide assistance when children are playing, while instructions for games can be heard directly on the website page. The evaluator helps facilitate the child with simplified instructions if the child does not understand the standard instructions heard on the page.

ALIA is an initial literacy assessment that measures children's literacy skills in the dimensions of spoken language, written language, phonological awareness, alphabetic knowledge, and grapheme-phoneme correspondence. The general characteristics of each subtest are presented and grouped according to the game (Figure 1).

Figure 1. Game display in ALIA

Writing language (See Saw Game)

This game is related to awareness of written language and knowledge of word concepts. In this game books are provided in the form of electronic books on the screen, then children are asked to point to the title of the book, point to the cover of the book, guess the story of the book when the book is opened quickly from start to finish, point to the initial word in the reading text to be read, point to the writing that is being read, repeat the title of the book that has been read, and fill in the missing words in the reading that has been read. All game activities are carried out without time. The evaluator can repeat the question when the child does not understand a simple command. The evaluator also helps press the mushroom or flower button for the child's answer. If the child's answer is correct, then the flower is the choice. On the contrary,

Spoken language (Swing Game)

This game is related to awareness of spoken language. In this game, children are asked to retell the story heard during the seesaw game, describe what someone is doing based on their work, and point to the requested object orally. For 1 minute 30 seconds the child is asked to tell and describe the picture he sees. The evaluator records by typing the results of the child's spoken language in the available text column. Automatically, the number of words recorded by the evaluator is calculated according to the score 0-5.

Phonological Awareness (The Ferris Wheel Game)

This game is related to the child's phonological awareness. Children are asked to look for pictures where the word sounds the same both at the beginning and at the end of the word, removing the initial letter to produce a new sound. These are clothes, brooms, dice, tomatoes. Which image starts with /d/? Try what sound you hear in the word "Eye". This is the word satay. If sa is removed, then the sound? These are wolf, clothes, wood, flies. Which picture sounds similar to a wolf? In this test, the child who chooses the right image will automatically record the student's answer with a value of 1.0.

Alphabet Knowledge (Slide Game)

This game aims to find out the child's alphabetic knowledge which is presented in the form of uppercase and lowercase letters. The letters are presented randomly, and the child is asked to name the letters from left to right. The evaluator checks the letters that the child can correctly pronounce. The system automatically saves the results of the child's answers 1-0. The child can also say I don't know an unfamiliar letter and the evaluator will help tell the name of the letter to the child.

Grapheme-phoneme correspondence (Carousel Game)

This game is to measure the correspondence ability of graphemes and phonemes of children. The child is asked to look for the first letter of the word heard. I will mention one word. You can designate the initial letter for the word. Try pointing out the first letter in the word "eye". At the end, the child is asked to draw himself and write his name on the drawing paper. The evaluator provides drawing paper and selects an image that matches the child's drawing on the page.

2. Method

The development of the final version of ALIA went through five stages: concept development, trial stage, calibration stage, final product stage, and implementation stage. All procedures have been approved by the 2021 National Health Research and Development Ethics Committee (Kepmenkes RI). General guidelines for each stage, decisions, sample characteristics, procedures, and technical information are presented in this section.

Conceptual development

The general and special characteristics of the instrument and its structure are developed in this stage. The first step is to conduct a group discussion forum for paraprofessional early childhood educators who are teachers in PAUD. The main conclusion from this meeting is that teachers need a new literacy instrument, which is more efficient, interesting, and simple to identify early literacy skills in children.

With the conclusions from this meeting as input, the researcher designed the required assessment. The assessment design was developed based on theoretical studies from experts. The designs that have been developed are then assessed by three experts in the field of assessment for children, and three experts in website software development, as well as three experts in the field of assessment models.

At this stage, the main theoretical principles of ALIA were established: (a) it is an instrument for measuring early childhood literacy, (b) games are used as a basic strategy to facilitate interaction and the process of developing children's literacy, (c) technology has a positive impact on learning and literacy.

Five games played by children. The purpose of this activity is to test playability based on playing time and interest in repeating the game. This trial is carried out to check the readability of the website that has been developed, even in the error link section.

Trial Stage

The main objectives of this stage are (a) to test the instructions, content, and enjoyment level of the designed website, (b) to check the technical response of the website based on aspects such as sensitivity, feedback, and efficiency, and (c) to analyze the relationship between the child, the tester, and the technology platform.

Samples and procedures. Thirty-six (36) children between the ages of 5 and 7 years participated voluntarily in this phase. The children were selected from public and private schools. Recruitment was carried out in three steps: (a) the researcher presented the research to the school to gain access to the subject children, (b) the school contacted the parents for approval, (c) the children were asked about their wish to participate in the study. The research ethics committee validated all forms and procedures of this research. Each game is applied to all children. The digital platform registers the answers, and testers are trained to get the child's data.

Data analysis. The analysis was carried out to see the child's interaction with the website, the tester's interaction with the website, and the response process.

Calibration Stage

Based on the trial phase data, a calibration stage was developed. This version includes 5 games that have been divided into 4 game tickets. The game that will be played by the child must go through the ticket selection first. Determination of ticket decisions because it reduces children's playing time which is long enough and prevents children from getting bored playing. The main objective is to obtain normative data for the Indonesian population.

Samples and procedures. Five hundred and ninety-three (593) children aged between 5 and 7 years voluntarily participated in this study. To contact parents and children, the procedures used during the trial phase were replicated.

Data analysis. In this stage, validity and reliability analysis with EFA and CFA, level of difficulty and item power per item were carried out with classical test theory and index response theory. A score from 0.7 to 0.8 is considered adequate, from 0.8 to 0.9 is considered good, and above 0.9 is considered very good. The proof of validity is based on four different procedures: (a) expert criteria regarding the final design, (b) the level of difficulty and differential power of the instrument, (c) the effectiveness of the instrument's website as an assessment tool. Effectiveness website was analysis with one group pretest post-test design. Analysis was performed with SPPS v.21 and the significance point was set at 0.05, and R Studio.

Final Product Stage

The final version of this product was developed as a two-part application: (a) a web page that can be run on a chrome browser (b) an automated online scoring and reporting system. Responsible team i.e. a software

engineer, and a graphic designer. This version includes a website page, an administrative and assessment manual, and an interpretive manual.

Implementation Stage

Samples and procedures. Thirty-eight children (38) aged 5-7 years participated in implementing the online assessment in the classroom for learning accompanied by 2 kindergarten teachers. How to ask for the child's consent, the same as that done at the trial and calibration stage.

Data analysis. The data obtained were analysed using descriptive statistical analysis comparing the average value of pretest and post-test children's acquisition, as well as paired sample test inferential statistics with a significance level of 0.05.

3. Results

Trial Phase

The trial phase was carried out with a sample of 36 children between 5 and 7 years ($M = 132$, $SD = 49$). The game tested was the first version, namely five games including seesaw, swing, Ferris wheel, slide, and merry-go-round. The results of the trial phase showed that (a) the games presented were too long, bored the children, and took a long time; and (b) there needs to be writing containing game instructions on the website page so that the teacher can remember the activities that children have to play.

Calibration Stage

The expert gives an assessment related to the website. Aspects of the assessment carried out include aspects of software engineering, content quality, motivation, design drawings, accessibility, usability, and standards. The results of the three experts' assessment of the value of V-Aiken above 0.8 -1 are valid criteria. Revisions were made to the developed website, namely adding a teacher's guide (Figure 2), shortening the duration of the game, adding a sound repeater button, adding a text box for writing spoken language results, improving the number of image choices, and grouping the children's assessment results on a chart that is easy to interpret.

Figure 2. Website Pages and Guidelines

The sample consisted of 593 children between 5 and 7 years, divided into four game tickets that had the same characteristics of the children. The adequacy of the samples used in all of these games was sufficient as seen from the KMO value ≥ 0.50 with $p < 0.05$, including .804, .740, .737, .779 with $p = 0.000$. Item eligibility was seen from the correlation coefficient value ≥ 0.5 from the Anti-Image Matrix table for each instrument item in each ticket (Table 1).

Table 1. Item Eligibility

Item No	Ticket 1	Ticket 2	Ticket 3	Ticket 4
A	.709	.613	.700	.795
B	.746	.825	.565	.599
D	.818	.762	.649	.640
E	.724	.583	.728	.831
F	.814	.815	.718	.869
G	.683	.726	.750	.822
H	.868	.857	.736	.844
I	.891	.819	.817	.803
J	.850	.809	.814	.801
K	.858	.823	.827	.841
L	.827	.781	.684	.773

Item No	Ticket 1	Ticket 2	Ticket 3	Ticket 4
M	.807	.635	.706	.877
N1	.726	.662	.694	.685
N2	.728	.695	.685	.689
O	.923	.810	.856	.783
P	.822	.518	.564	.651

Determination of the number of factors is also based on eigenvalues> 1. The results of the theoretical study contained 5 main factors so that the determination of the factors was determined to be 5 factors (Table 2).

Table 2. Determination of the Number of Factors

Factor	Variance			
	Ticket 1	Ticket 2	Ticket 3	Ticket 4
First	31.310%	26.854%	26.790%	31.068%
Second	10.227%	11.695%	11.193%	12.702%
Third	9.698%	9.424%	9.005%	10.450%
Fourth	6.578%	7.707%	7.970%	6.809%
Fifth	6.079%	6.299%	6.480%	6.024%
Cumulative	63.891%	61.980%	61.438%	67.053%

The 16 subtests analyzed were grouped into 5 main factors. The five factors formed on each ticket explain the variances of 63,891%, 61,980%, 61,438% and 67,053%. This variance consists of variables of spoken language, written language, phonological awareness, alphabetic knowledge, and grapheme-phoneme correspondence (Figure 3).
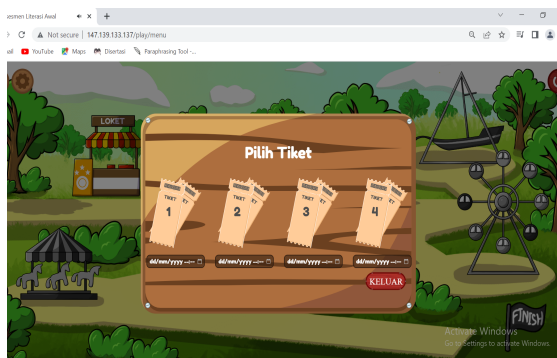
Figure 3. Tickets on the Website

Proving the validity of the construct instrument through confirmatory factor analysis (CFA) shows that the construct model of the instrument fit is based on 4 model fit criteria, namely Chi-square, p-value, RSMEA, and CFI (Table 3). Model fit of each ticket (Figure 4).

Table 3. Fit Instrument Model

Indicator	Ticket 1	Ticket 2	Ticket 3	Ticket 4
Chi-square < 2 df	108,461	102,973	105,829	105,748
p-value ≥ .05	.146	.247	.190	.192
RSMEA ≤ .08	039	.031	.035	041
CFI ≥ .05	.900	.960	.950	.960

It was found that on the E indicator in the written language variable, children were able to guess the story through the title and pictures in the storybook contributed to the spoken language variable. Likewise, the J indicator on the child's item can say every sound in a word orally on the phonological awareness variable that contributes to written language. This ability supports the child's ability to have an awareness of the nature of written language, including the relationship between written language and speech.
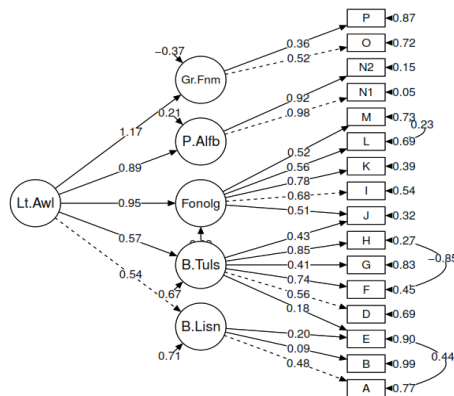
Tickets 1
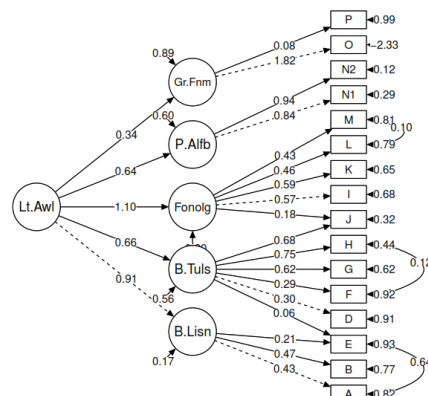
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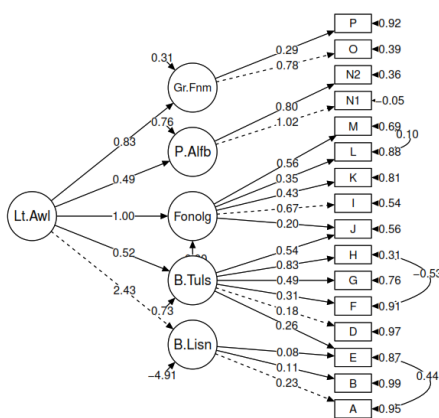
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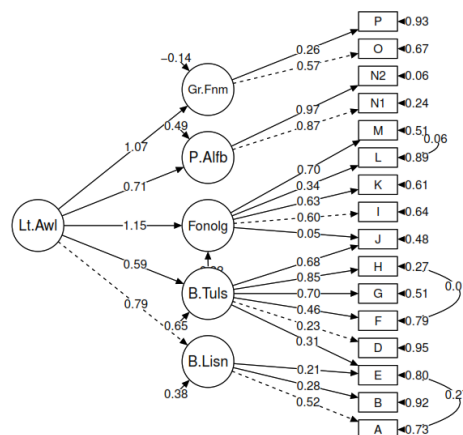
Tickets 4

Figure 4. Fit Model for Each Ticket

The next stage is to analyse each instrument item based on the level of difficulty and differential power. The analysis used classical test theory (Table 4) and index response theory.

Based on the results of this analysis, there are instrument items that need to be corrected, namely items with no. 12, no. 20, and no. 21. The results of the review of the items show that systemically, these items are not

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appropriate in storing the child's answers. For this reason, it is necessary to improve the answer key on the instrument's website so that the child's answer that should be correct is considered correct (scored 1 not 0).

Table 4. Item Quality in terms of Classical Test Theory

Benchmark	Ticket 1	Ticket 2	Ticket 3	Ticket 4
Reliability	0978	0969	0.96	0.970
Average	57.049	57.680	59.660	60.954
SD	19.839	17.332	15.444	16.436
Difficulty Level				
Easy	58 items	56 items	64 items	64 items
Currently	18 items	20 items	12 items	12 items
Difficult	-	-	-	-
Difference Power				
Low	7 items	9 items	11 items	10 items
Currently	33 items	49 items	53 items	52 items
Tall	26 items	17 items	10 items	14 items
Drops	-	1 item (No. 21)	2 items (No. 12 and No. 20)	-

The quality of the instrument items was then tested with a 2-parameter (2PL) item response test. Identification of the best logistic parameter model for each ticket is determined using 2 PL because it produces the highest number of fit items and the smallest AIC and BIC parameters. From the results of the 2PL test, 90.7 percent of fit items were obtained. The obtained unfit items were then repaired and retested (Table 5).

Table 5. Fit Item Items

Benchmark	Ticket 1	Ticket 2	Ticket 3	Ticket 4	Percent
Fit	69 items	69 items	69 items	72 items	90.7
Not Fit	7 items	7 items	7 items	4 items	9.3

Based on the results of a review of each item that dropped and did not fit, it was concluded that these items needed to be corrected. First, repairs include system improvements, namely re-checking the answer keys that are programmed, and their suitability with the actual answer keys. Second, the existing items are maintained but add explanations for items that are not yet fit. For example, providing guidance for examiners in accompanying children when children answer and choose answers on the website page. Researchers suspect that items that don't fit are not due to the child's fault, but in the process of implementation. For this reason, further research is needed in relation to these points.

On polytomous items it shows unfit items. This is because there are only a few polytomous grains, indicating that the items are not fit. If the item is omitted, the dimension to be measured does not appear. For this reason, the point is still maintained and needs to be studied further. Another problem is that filling out polytomous items is closely related to the teacher's ability to type children's answers, because the results of children's answers are verbally documented in written form. A system that converts spoken language into written language through speech to text devices is not sufficient to be developed because these devices are less sensitive in capturing sounds in Indonesian.

The final product

The final product produced includes an initial literacy assessment in the form of a website that has been calibrated through the content and construct validation stages, as well as an admin page that the teacher can use to get the results of children's work (Figure 5).
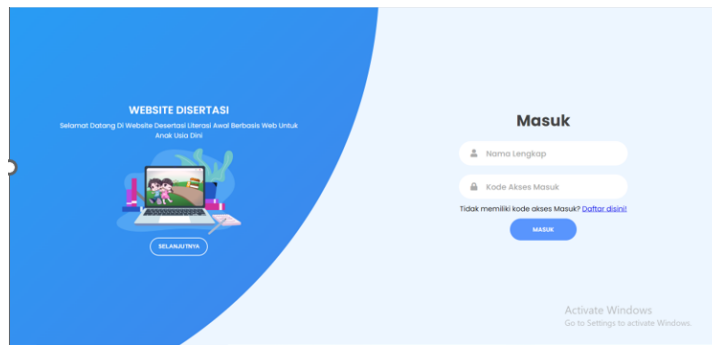
Figure 5. ALIA Main Page

Implementation

The implementation stage begins with outreach to class teachers about the assessment and the website that will be used in the assessment. Teachers are trained to be able to use the assessment website and conduct learning based on the results of this assessment. After the teacher understands, the teacher also practices first with the initial literacy assessment website. The next step, the teacher then schedules the assessment for the child for approximately 1 week. Every day the children are called in turn one by one to do the assessment accompanied by a teacher. After all the children have finished working, the teacher conducts an analysis on the development of children's literacy.

At the planning stage, the teacher makes a lesson plan according to the results of the assessment obtained. Each child is grouped in sections according to their needs. Table 6 is a recapitulation of class assessment results on children's initial literacy skills. Some are included in the classical group, small group guidance, and individual guidance. The teacher also develops various games and activities that lead to the dimensions that need to be developed for each child in groups.

Table 6 Summary of Children's Initial Assessment Results using the Website.

Early Literacy Dimension	Individual Approach	Group Approach	Classical Approach
Spoken language	Raka, Sekar, Illona, Aca, Syaen	Agas, Dimas, Naraya, Sabrang, Selyne, Zio, Kirana, Kinanthi, Cikal, Andara, Mirza, Kala, Genta, Titan	Alpha, Kinan
Write Language		Raka, Sekar, Agas, Dimas, Naraya, Sabrang, Kirana, Kinanthi, Cikal, Syaen	Naraya, Selyne, Zio, Kinan
Phonological awareness	Shaen	Raka, Sekar, Selyne, Kirana, Kala, Dimas, Genta, Cikal, Andara	Agas, Naraya, Kinanthi, Mirza, Illona, Zio, Aca, Alfa, Titan, Kinan
Alphabet knowledge		Genta, Alfa, Shaen	Agas, Naraya, Raka, Sekar, Selyne,, Kinanthi, Kirana, Mirza, Kala, Illona, Zio, Aca, Cikal, Andara, Titan, Dimas, Kinan
Grapheme-phoneme correspondence	Sabrang	Raka, Selyne, Genta, Alfa, Syaen	Agas, Naraya, Sekar, Kinanthi, Kirana, Mirza, Kala, Illona, Zio, Aca, Cikal, Andara, Titan, Dimas, Kinan

Table 6 is an example of the format for how teachers identify children with certain needs. The results of this identification show the profile of the child's initial literacy abilities. Based on the data, the early literacy skills of children with an age range of 5 years 9 months to 7 years 4 months participating in the implementation of the early literacy assessment model for early childhood show that the average child's ability has increased. The calculation results for each dimension are presented in Table 7.

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Table 7. Profile of Children's Ability in the Application of Website Early Literacy Assessment

No.	Dimensions	Mastery of Children (in %)	
		Pretest	Posttest
1	Spoken Language Ability	42,34	51,20
2	Writing Language Ability	59,92	75,10
3	Phonological Awareness	78.95	95,26
4	Alphabet Knowledge (lowercase)	82.00	92.00
	Alphabet Knowledge (Capital letters)	86.00	93.00
5	Grapheme-Phoneme Correspondence	87,89	96,84

The results of the descriptive test on 38 children as a sample of the model implementation trial showed that the average child's initial literacy score at the time of the post-test was higher than the pretest score. Thus, it is also necessary to test the significance of the initial literacy assessment model in children before and after the administration of the assessment model. The picture shows the significant results of using the initial literacy assessment at the implementation stage.

Based on Figure 7 it shows that the significance value or p-value = 0.000, meaning that the p-value < 0.05. Thus, H0 is rejected and H1 is accepted. The interpretation is that the results of hypothesis testing show that there is a significant increase in children's initial literacy scores after applying the web-based initial literacy assessment model. In conclusion, the web-based early literacy assessment model is effectively used to improve early literacy skills in children in kindergarten.

4. Discussion

The aim of this study was to develop an early childhood literacy assessment website that allows teachers to use it in schools to measure children's literacy in kindergarten. This approach contributes to two main points namely, first, the use of games for assessment; second, the use of technology to support the evaluation process.

website-based literacy assessment for children is an innovative assessment development to help teachers make the right decisions in making instructional changes(Stödberg, 2012). The features developed are also sophisticated and overcome the limitations of paper and pencil tests which tend to require more costs and competent human resources. Administratively, the initial literacy assessment model for early childhood web-based has the potential to be more standard (in pronunciation and asking questions), efficient (the results of the child's assessment automatically show the results of the child's competencies quickly in tabular form and provide references related to the assessment results), and accurate (teachers can obtain assessment results directly and can also be given to parents).(Neumann & Neumann, 2019). In addition, the web-based initial literacy assessment is a form of assessment that seeks to minimize errors in the teacher's assessment so that educators with inadequate formal education skills in interpreting the assessment results can be very helpful.

Web-based early literacy assessment for early childhood answers the need for interesting and fun assessments for children so that children learn like playing, are quick to use, and easy to operate (Langenfeld, 2020). This supports children's learning motivation which automatically increases. Sound and visual displays, as well as interactive shapes, provide self-interest for children. An interesting and fun assessment can be used as a learning tool for children. In accordance with the opinion of Wortham (2014) said that the assessment functions as an assessment as learning, assessment for learning, and assessment as learning (Wortham, 2014).

The web-based initial literacy assessment model for early childhood that has been developed is intended for children. Assessments developed for children need to be adapted to the child's developmental level and reliable in measuring rapid progress(Van der Kleij et al., 2015). In addition, comprehensive principles in assessment are decision-making strategies needed by teachers in kindergarten. This assessment model is also made in the form of a technology-based website that provides an alternative assessment that can be used by teachers so that sources of information about children can be obtained as a whole. In accordance with the opinion of Wortham (2014) who said that assessment for children is an effort to collect evidence in a comprehensive manner which is then arranged and interpreted so as to be able to set appropriate learning goals and strategies. Decision-making obtained from considering information from various forms of assessment really helps teachers to develop appropriate and effective learning strategies for children(Wortham, 2014).

Web-based early literacy assessments for early childhood help teachers place children according to their needs. This is consistent with the purpose of assessment for early childhood, namely the assessment aims to place children so that children receive special services in the form of special programs (Lidz, 2003; Wortham, 2014). In addition, this assessment model also makes it easier for teachers to screen children quickly and easily with broader assessment needs.
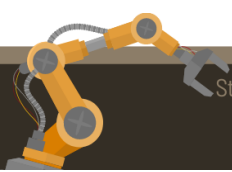
The initial literacy dimensions measured for children in the web-based early literacy assessment model for early childhood do not only lead to literacy skills, but also measure oral language skills both receptively and productively in children. This is consistent with the construction of early literacy skills instruments from Goodrich et al (2017), Lonigan et al (2013), Piasta et.al (2018), and Thomas (2020) that one of the early literacy skills through spoken language is narrative discourse ability. namely the ability to construct original stories and retell stories that have just been heard(Goodrich et al., 2017; Lonigan et al., 2013; Piasta et al., 2018; Thomas et al., 2020). This model facilitates children's oral language skills in the form of retelling story books that have been read and telling pictures.

This research has limitations related to the facilities and infrastructure available in schools. There are still many schools that do not have electricity, internet, or even computers or laptops. This causes the initial website-based literacy assessment model to not be carried out in certain areas. For this reason, it is necessary to consider providing early literacy assessment tools for early childhood in manual form (guidebooks, pictures, assessment sheets, and time gauges) so that this assessment can be used.

5. Conclusion

Assessment of children's initial literacy is developed in terms of 5 latent variables, namely spoken language ability, written language ability, phonological awareness, alphabet knowledge, and grapheme-phoneme correspondence. All items in the 5 latent variables can be maintained, but some items contribute to other items. The quality of the website is proven by the validity of the content as well as the quality of the model. The results showed that the profile of children's early literacy skills increased after the teacher used a web-based early literacy assessment model for early childhood. The profile shows that the children's early literacy mastery is good.

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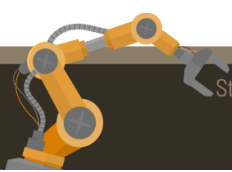
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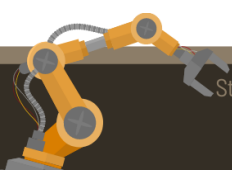
TIKTOK USERS' EMOTIONAL ENGAGEMENT AND COPING MECHANISMS THROUGH NESSA BARRETT'S 'DYING ON THE INSIDE'

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Abstract

In an technologically mediated era, social media platforms have become pivotal channels for disseminating information, particularly concerning public and mental health to people worldwide. TikTok, a video-based social media application, has notably risen to prominence among the younger demographic. This research delves into TikTok's unique features and user interactions, focusing on the ways in which users employ Nessa Barrett's "Dying on the Inside" song to express and cope with their experiences of mental and emotional issues. Framed within Keith Oatley's Simulation Theory, this study examines the emotional responses and coping mechanisms used by TikTok users. The findings reveal three distinct categories of emotional engagement, aligning with the song's themes and underlying emotional struggles. These categories encompass struggles with body image and eating disorders, coping with mental health issues, and the pursuit of external validation and appearance. This research highlights the profound impact of TikTok as a platform in perpetuating societal beauty standards and body image expectations and points out the enduring personality traits depicted in the song. The emotional responses observed in TikTok users' videos align with Oatley's theoretical framework, showcasing the depth of emotional engagement that extends beyond observation. This study demonstrates how music, lyrics, and user-generated content can collectively serve as a medium for expression and emotional connection, emphasizing the importance of addressing mental health issues in the digital age.

Keywords: TikTok, simulation theory, mental and emotional issues, song lyrics

1. Introduction

In an era marked by the pervasive use of social media, platforms have emerged as influential channels for disseminating information, particularly regarding public and mental health, to children and young people on a global scale [1]. One platform that has gained remarkable prominence among the younger demographic is TikTok.

TikTok stands out as a unique, video-based social media application with distinct technical features and unparalleled user engagement, setting it apart from other platforms. Its design promotes imitation and memetic elements, enhancing the interactive experiences of its diverse user base [2]. This distinctiveness has given rise to waves of viral TikTok videos created by young people, often accompanied by hashtags addressing various contemporary issues, including mental health, eating disorders, developmental challenges, and general well-being [3].

From a theoretical perspective, TikTok's intrinsic culture of mimicry and imitation fosters a novel form of user interaction with video content. This form of interaction holds the potential to convey a heightened sense of realism, a factor that could potentially influence behavioral changes in young people, echoing the principles of social learning theory [1].

Although there is a dearth of research on this topic, the available data does indicate that user motivations, including archiving, self-expression, social interaction, and voyeurism, play a more substantial role in shaping TikTok behaviors than personality traits [4].

In light of the theory of literary simulations, it is worth considering that through literature and narratives, individuals have the capacity to construct intricate mental models of themselves and others, often surpassing the depth of understanding achievable in everyday life. This theoretical framework can be extended to the realm of music and song lyrics, where listeners engage in the creation of mental models of the singer and, in the context of this study, the challenges linked to body image and societal expectations [5].

This research seeks to explore how TikTok users leverage Nessa Barrett's "Dying on the Inside" song within their videos to express and cope with their experiences of mental and emotional challenges, framed within Oatley's Simulation Theory. The fundamental question guiding this study is: "How do TikTok users use the 'Dying on the

Inside' song by Nessa Barrett in their videos to express and cope with their experiences of mental and emotional issues?"

2. Method

This study employs qualitative research and utilizes the content analysis method to uncover prevalent themes, patterns, and trends within TikTok videos featuring the "Dying on the Inside" song by Nessa Barrett. Qualitative research commences by exploring natural settings, allowing data to emerge without manipulation or experimentation. The analysis process involves inductive reasoning, enabling the identification of patterns, and themes. Ultimately, this research yields comprehensive descriptions and explanations of the subject matter, contributing to the existing literature [6]. Hence, qualitative research is a suitable approach for the current study.

The data for this study consists of two main components: the interpretation of the song lyrics "Dying on the Inside" by Nessa Barrett and the narratives of the top 10 TikTok videos featuring this song. These TikTok videos were selected from the top 10 most popular ones that illustrate how TikTok users connect with the song's meaning. The selection criteria were based on the depicted narratives that effectively convey how these TikTok users relate to the song. The initial step involved interpreting the song lyrics to gain an understanding of their meaning. Subsequently, the study examined the specific behaviors, emotions, and coping strategies depicted in the videos, employing Oatley's [7] simulation theory. It is important to acknowledge that the findings from this study may not fully represent the perspectives of individuals with similar backgrounds, and the interpretation may vary depending on the individuals. Therefore, this research is intended to be exploratory in nature.

3. Results

The song "Dying on the Inside" by Nessa Barrett delves into the singer's profound struggle with body image.

Song Lyrics Interpretation

No	Lyrics	Interpretation
1	Beauty is a knife I've been holding by the blade	This line symbolizes the singer's perilous relationship with the concept of beauty, highlighting the impossible demand for unceasing flawlessness.
2	Swallowing my pride so I won't eat anything	This line symbolizes the singer's struggle with disordered eating habits, driven by the belief that starvation is necessary for achieving thinness.
3	It's all a lie, honestly, it's eating me alive	This line signifies the singer's inner turmoil, as she grapples with the internal conflict between maintaining a perfect façade and the gradual self-destruction it entails.
4	The dinner conversation no one talks about	This line highlights the taboo nature of discussions surrounding body image issues, wherein societal pressures to conform to beauty standards remain unaddressed, often taking a toll on mental well-being.
5	I hate that I always look my best when I'm dying on the inside	This line reflects the singer's self-loathing and the continuous demand to embody perfection, even at the expense of her well-being.
6	Drown my demons in a bathtub filled with tears	This line conveys the singer's sense of overwhelming despair, as she feels submerged in her own emotional pain.
7	What if I didn't do this to my body? What if I quit and then you don't want me?	This line reveals the singer's fear of rejection if she deviates from society's beauty norms, emphasizing the pressure to maintain an idealized image in pursuit of love and acceptance

The analysis of the 10 TikTok videos have found 3 issues in how the TikTok users relate to the song's meaning.

Table 1.   Issues Related to the Song Lyrics

No	Instances	Issues
1	6	Struggles with Body Image and Eating Disorders
2	1	Coping with Mental Health Issues
3	3	External Validation and Appearance

4.   Discussion

The song lyrics of "Dying on the Inside" by Nessa Barrett effectively convey a profound message regarding the internal struggles that young people face when attempting to maintain an idealized appearance amidst the societal pressures and expectations tied to beauty standards. This narrative strongly aligns with Keith Oatley's Simulation Theory, which emphasizes the emotional engagement and empathetic responses experienced by individuals when engaging with such content, both within the lyrics and on platforms like TikTok [7][8].

It is important to recognize the substantial influence of the TikTok platform in perpetuating and reinforcing beauty stereotypes and societal body image expectations [8]. Users of this platform are consistently encouraged to simulate specific behaviors and appearances, thereby reinforcing the concept of simulation as elucidated in Oatley's theory. This is notably evident in users' participation in role-playing within TikTok videos, as they highlight the contrast between softness and confidence, exemplifying the pursuit of societal beauty and attractiveness standards.

Furthermore, the song lyrics closely align with [4]'s theory, which emphasizes the pivotal role of personality traits in predicting human behavior. The singer's struggles with body image and the emotional toll of adhering to societal beauty standards vividly mirror her enduring personality traits. These enduring traits, encompassing the need for acceptance, the significance placed on appearance, and the preference for societal validation, are consistently depicted throughout the song. This enduring portrayal underscores their persistence over time and across different circumstances. The song effectively illustrates how these enduring personality traits predict the singer's behavior, as she strives to meet societal beauty standards while grappling with internal turmoil. In essence, the song serves as a narrative that vividly reflects the emotional and behavioral consequences of these enduring personality traits, thereby supporting the theory's assertion that such traits play a fundamental role in shaping human behavior.

The video output made by the TikTok users responding to the song's meaning aligns with the theoretical framework proposed by reference [7] regarding the ways in which narrative literature can elicit emotional responses from readers. This theory suggests three different sources of emotional reactions when engaging with narratives.

Struggles with Body Image and Eating Disorders: Sympathy

Firstly, sympathy aligns with the idea that people mentally simulate the events and emotions described in narratives. In the song lyrics that express struggles with body image and eating disorders, the singer conveys her personal experiences and emotional turmoil. The TikTok users, in turn, engage in a mental simulation of the scenes and events depicted in these narratives. This mental simulation allows the users to construct a mental model of the emotional challenges faced by the singer. It is a process of understanding the story and following the emotional plot by simulating the contents of the narrative [9]. This process of mental simulation goes beyond the literal meaning of the words and extends to the emotional experiences conveyed by the singer. Users can create a mental representation of the emotional and psychological struggles described in the lyrics.

In this way, the process of simulating contents in narratives, whether in poems or personal videos, enables people to connect with and emotionally engage with the characters or narrators, much like the concept of sympathy or empathy [10]. The mental simulation of the emotional content described in the narratives allows people to understand, feel with, and relate to the characters' or narrators' struggles, aligning with the broader theory of how they engage with and emotionally respond to literary works.

Coping with Mental Health Issues: Internal Simulation that can Reactivate Emotional States

Secondly, memory emotions align with the concept of reactivating emotional states based on personal memories when engaging with narratives. In the videos, users share personal experiences and past events, such as the loss of a loved one or their struggle with an eating disorder. They must have undergone these similar experiences as depicted in the song; thus, they may find that the lyrics trigger the reactivation of their own past emotional states. This reactivation allows them to relive or resonate with the emotions expressed in the song lyrics [9].

This process of reactivating emotions from personal memories aligns with the theory of memory emotions, which suggests that literature can induce affective responses by reconnecting readers with their own past emotional states [9]. When people encounter poems or narratives, they construct mental models of the scenes and events depicted, drawing from their prior knowledge and personal experiences. These personal experiences, especially when they are emotionally charged, become an integral part of the mental model created when simulating the contents of the narrative.

In essence, the theory of simulating contents not only encompasses the understanding and engagement with the literal and figurative aspects of a narrative, but also includes the reactivation of personal memories and associated emotions. The process of mental simulation, as described in [7]'s theory, allows people to create a holistic mental representation of the narrative, which can evoke memories and resonate with their own past experiences, enhancing the emotional and aesthetic engagement with the narrative.

External Validation and Appearance: Identification with Characters

Thirdly, identification with characters reflects the users' ability to immerse themselves in the emotional experiences and perspectives of the singer [9]. In the context of societal pressure and self-esteem issues, the users may identify with the singer's experience depicted through the song lyrics. Users can put themselves in the singer's shoes and internally simulate their feelings and experiences, much like the process of simulation of contents described in the [7]'s theory. This emotional identification with the characters allows users to connect deeply with the emotional and psychological struggles portrayed in the narratives, going beyond mere observation.

When people engage with a poem or narrative, they construct a mental model of the scenes and events depicted, allowing them to understand the story and follow the emotional plot. This mental simulation is not confined to the literal meaning of the words but extends to the emotional content conveyed by the author, including the figurative language like metaphors and similes [7]. By simulating the contents of the poem or narrative, people create a mental representation of the story that allows them to engage with the content emotionally and aesthetically.

5. **Conclusion**

In conclusion, Nessa Barrett's song "Dying on the Inside" presents a poignant exploration of the singer's profound struggle with body image and societal expectations. The song's lyrics convey a range of emotional and psychological challenges that resonate with many, particularly young individuals grappling with similar issues in today's interconnected world.

The analysis of the song's lyrics and their impact on TikTok users offers valuable insights into the emotional engagement and coping mechanisms employed by individuals facing mental and emotional issues. This investigation aligns with Keith Oatley's Simulation Theory, which emphasizes the emotional immersion and empathetic responses elicited by narrative content. Specifically, the three identified categories of emotional responses among TikTok users - struggles with body image and eating disorders, coping with mental health issues, and the quest for external validation and appearance - mirror the varied emotional experiences depicted in the song.

The TikTok platform plays a significant role in reinforcing societal beauty stereotypes and body image expectations. Users are encouraged to simulate specific behaviors and appearances, mirroring the concept of simulation discussed within Oatley's theory. This simulation is vividly demonstrated in TikTok videos as users immerse themselves in role-playing scenarios that embody societal beauty ideals.

Furthermore, the enduring personality traits of the singer depicted in the song, including the need for acceptance, the significance placed on appearance, and the pursuit of societal validation, align with the theories emphasizing the role of personality traits in predicting human behavior. The song's narrative effectively illustrates the impact of these enduring personality traits on the singer's behavior as she navigates the delicate balance between societal beauty standards and her inner turmoil.

The TikTok videos created in response to the song reflect the theoretical framework outlined by Oatley, emphasizing the ways in which narratives can evoke emotional responses. The three categories of emotional reactions, sympathy, reactivation of personal memories, and identification with characters, exemplify the depth of emotional engagement experienced by TikTok users. This engagement transcends mere observation, as users immerse themselves in the emotional and psychological struggles portrayed in the narratives, echoing the broader theory of emotional and aesthetic engagement with literary works.

In essence, the combination of Nessa Barrett's song and the TikTok platform provides a unique lens through which to explore the emotional and coping mechanisms of individuals facing mental and emotional challenges. The study showcases how music, lyrics, and user-generated content can collectively serve as a medium for expression and emotional connection, underscoring the importance of understanding and addressing mental health issues in today's digital landscape.

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THE MIND OF NORTH SUMATRA EDUCATION FIGURE "WILLEM ISKANDER" IN THE CONTEXT OF EDUCATION AND NATIONALISM

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Abstract

This study aims to: (1) explore Willem Iskander's thoughts as a local figure in nationalism education. (2) exploring the application of Willem Iskander's thoughts in building the spirit of nationalism of the younger generation in the world of education. The background of this research is that no one has explored in depth the Thoughts of North Sumatra Local Education Figure "Willem Iskander" in the Context of Education and Nationalism. The method used is qualitative with a phenomenological design. The results of the study show that (1) Willem Iskander in building the spirit of nationalism has an enormous influence, this can be proven that Willem Iskander was the first native since 1862 who succeeded in establishing an educational institution called Kweekschool Tanobato in Mandailing, North Sumatra and spread throughout various other areas, Willem Iskander's way of building a spirit of nationalism by trying to visit residents' homes so that their children receive an education. (2) In building a spirit of nationalism in the world of education, educators have also applied and modeled Willem Iskander's thoughts from the past, including reminding students to be diligent in learning and studying, and to behave honestly and never give up. The authors conclude that Willem Iskander deserves to be called the pioneer of education in North Sumatra.

Keywords: nationalism, education, figure local sumatera

1. Introduction

Education and nationalism have a close relationship, because education can be a means to strengthen a sense of nationalism and nationality. Education can help instill nationalist values, such as a sense of love for the motherland, unity, loyalty, and a sense of pride in national history and culture. In the 19th century, when nationalist movements began to emerge in many European countries, national education became very important [1]. In many countries, the government took over education from the church and introduced a national education system aimed at strengthening a sense of nationalism. National education is directed at building pride in national history and culture, teaching the national language, and instilling a sense of unity among citizens [2]. National education is an important means of uniting the nation and building a strong national identity. At that time, national education was usually organized by the state and directed by nationalist governments and intellectuals. However, nationalism education can also be controversial if it is seen as a form of indoctrination or narrow identity formation. Education is considered an important tool in strengthening nationalism awareness, because through education, citizens can learn history, culture, and national values which form the basis of their national identity [3]. During colonialism, education in Indonesia was arranged by the Dutch colonial government with the aim of meeting their workforce needs. The education provided is only limited to teaching basic skills and does not address issues of nationalism. However, along with the emergence of the nationalist movement in Indonesia, education was transformed into a tool to strengthen nationalism awareness [4].

Even though during the colonial period, education was used as a tool by the Dutch colonial government to control and strengthen their power in Indonesia. The purpose of education at that time was only to produce workers who could be used by the colonial government for their interests [5]. Likewise, the Dutch colonial government also used education as a tool to divide Indonesian society. The Dutch separated education between natives and non-natives, and provided better education to indigenous groups considered "pro-Dutch" than groups considered "anti-Dutch" [6]. This creates educational inequality and deep social inequality in Indonesia, and weakens the unity and integrity of the nation. Apart from that, education and indigenous nationalism in Indonesia were important issues in the struggle against Dutch colonialism. Education in Indonesia was initially limited to the indigenous elite, such as the children of aristocrats or wealthy families, who had the opportunity to receive a better education [7]. Meanwhile, the majority of indigenous people do not have access to education and do not have the opportunity to acquire adequate knowledge. This was further exacerbated by the state of education in Indonesia
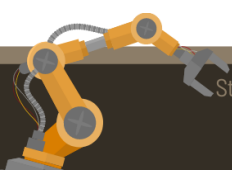
which was only intended for the elite class and was centered in Dutch schools [8]. Education for the common people was not prioritized and it was even forbidden to learn Dutch. This situation also spread to various regions in Indonesia, one of which was on the island of North Sumatra which was also successfully occupied by the colonialists at that time [9]. Efforts to fight against colonialism have also been carried out by every other region, this is the case in the North Sumatra region which is carrying out resistance, North Sumatra also feels the same way as other regions, in terms of education, conditions that are oppressed and inadequate make it a problem at that time [10].

The movement to fight for and maintain in filling the independence of the Republic of Indonesia was colored and matured by various movements that were national in nature in the regions. One of the struggles for the independence movement which played a role in reviving a sense of nationalism in the region by movement figures for the North Sumatra region was the figure of Willem Iskander who also continued to struggle to liberate the state of education during the colonial period [11]. Willem Iskander is a figure who is increasingly arousing the fervor of spreading the spirit of nationalism in building a much better education in the native lands in the past, his role as a teacher from Tapanuli. His pioneering work was not only known in Batak lands, but spread to other areas, including Semarang.

This was proven in the *De Locomotief news paper*, published in Semarang in August 1876, which stated that Willem Iskander was a teacher, a pioneer of Bumi Putera education. Apart from being an educational pioneer, Willem Iskander also acts as a book writer. Willem Iskander proves his skill in writing by publishing a book entitled " *Si Bulus-Bulus Si Rumbuk-Rumbuk".* His poems contain meanings about religion, compassion, education, insightful nationalism. self and development [12]. The book arrived in Batavia (1871) whereupon the central government issued a beslit *(besluit)* or decision letter, Number 27 dated 23 February 1871 regarding the publication of this book. His attention to education was so great that Willem Iskander then submitted a suggestion's to the Dutch Colonial Government to improve the quality of Bumi Putera schools, one of which was the provision of scholarships to young teachers to continue their education with equality at the level of education [12].

Willem Iskander's thoughts as a figure in North Sumatra in reviving nationalism education which is part of the foundation in the formation of developing countries and regions is a necessity as a concrete manifestation of how important *brilliant* thoughts are in maintaining a *nation concept* within the space of their respective territories [13]. The figure of Willem Iskander as a forgotten figure from North Sumatra who has made a major contribution to the world of education, until now the local government, especially in North Sumatra, has not paid much attention to him. It can be seen that there has never been any suggestion of him being proposed as an educational figure. local [14]. Willem Iskander's persistence in reviving the spirit of nationalism through education at that time Willem Iskander succeeded in establishing an educational institution called *Kweekschool Voor Inlandsch Onderwijzers* (Earth Putera Teacher's School) in 1862, exactly 60 years earlier, William Iskander founded a school, when compared to Ki Hajar Dewantara, he founded the Taman Siswa College, which was founded in 1922 [15]. Therefore this research is very important because the thoughts of local figures in the process of nation and state formation have not been studied much historically. The purpose of this study is to explore Willem Iskander's thoughts as a local figure in building education and nationalism.

2. Method

This research uses qualitative research with a phenomenological approach, in this study the researcher tries to understand individual experiences in depth and holistically, without taking an objective perspective or interpreting data through a certain conceptual framework. Data collection was carried out through in-depth interviews with individuals involved in the phenomenon under study [16]. Then the data is analyzed by identifying important themes that arise from individual subjective experiences, then making in-depth descriptions and interpretations of these themes. The result of this qualitative research with a phenomenological approach is an in-depth understanding of individual subjective experiences in a phenomenon, which can make an important contribution in particular with regard to the Thoughts of Local Figures of North Sumatra "Willem Iskander" in the Context of Education and Nationalism in building a spirit of nationalism in the context of education and nationalism.

2.1. Informant

In the phenomenological approach, informants are subjects who are sources of research data. Informants can be individuals, groups, or communities who have life experiences or perceptions about the phenomenon being studied. Basically, informants in the phenomenological approach are considered the best source of data because they have direct and rich experience of the phenomenon being researched. Therefore, it is important for researchers to respect the experiences and perspectives of informants and understand that each individual's

experience is unique and different. Phenomenological researchers usually use in-depth interview techniques to collect data from informants, so that researchers can obtain a detailed and in-depth description of the informants' experiences and perceptions of the phenomenon being studied [16]. In addition, phenomenological researchers also pay attention to ethical and confidentiality issues in obtaining data from informants. Furthermore, in this phenomenological approach the number of informants consists of small groups consisting of 2, this is in line with the opinion of Miles in the Phenomenological study for informants to apply 1 or 2 people as key informants. Then besides the key informants the researcher also conducted interviews with several teachers with the aim of obtaining more comprehensive and representative research findings in answering and obtaining in-depth data.

2.2. Data Collection Technique

To obtain the data needed in this study, data collection was carried out. The data collection techniques carried out by researchers included: (1) Structured interviews containing questions about Willem Iskander's role in initiating populist-based education with nationalism in North Sumatra Province. (2) Documentation is done in writing which contains various kinds of legacy information related to the thoughts of local education figure Willem Iskander, by tracing the *literary* sources of Willem Iskander's works related to the theme of populist-based education with the spirit of nationalism, observing the existing remains, and Tracing important documents owned by Willem Iskander.
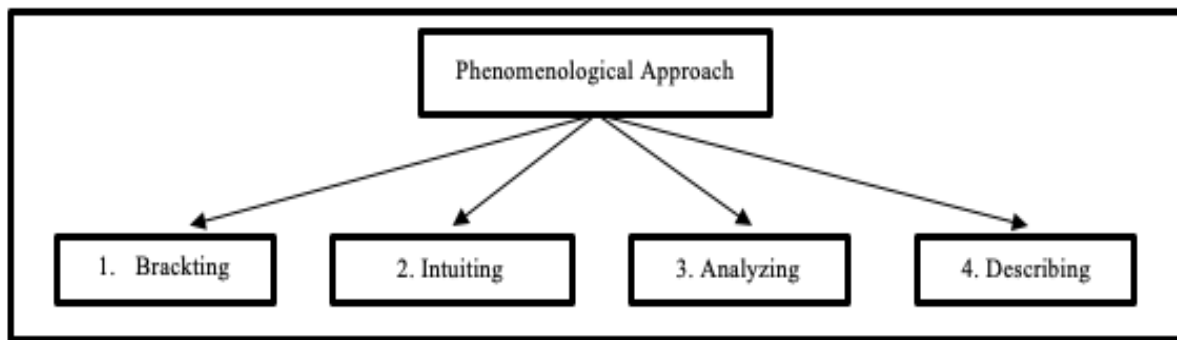

Figure 1. Stages of Data Analysis in the Phenomenological Approach

2.3. Data Analysis

After successfully collecting data from the research location, the next step is for the researcher to start analyzing the data and then present it in writing in the form of the report. Data analysis techniques in phenomenological research include 4 stages in data analysis after completing *data collection.* [16]. The following are the stages of data collection using a phenomenological approach, which can be seen in the following figure.

Table 1. Stages of Data Analysis

1.	Bracketing	The process of identifying and holding any preconceived beliefs and opinions that may exist about the phenomenon or phenomena being studied.
2.	Intuiting	The process that occurs when researchers are open to the meanings associated with a phenomenon by those who have experienced it resulting in a general understanding of the phenomenon being studied.
3.	Analyzing	The process involves other processes which include coding, categorization and understanding the meaning of the phenomenon.
4.	Describing	At this stage, the researcher understands, understands, and defines the phenomenon to be
		researched or studied. The goal is to communicate and offer a difference, or critical description, in written or verbal form.

3. Results

The findings of this study were interpreted according to the meaning generated from the responses and perspectives of the informants, then verification and logical justification were carried out with the findings of
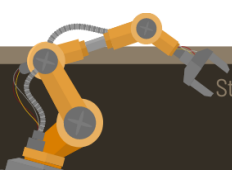
previous research theories. After analyzing the qualitative data, the researcher then describes the results of the research which includes the predetermined themes, namely (1) Willem Iskander's thoughts in the context of education and nationalism (2) Implementation of Willem Iskander's thoughts in building education and nationalism for the younger generation. (1) Willem Iskander's thoughts in the context of education and nationalism had a very strategic role in the past, as the forerunner of modern education today because Willem Iskander always provides the best educational nuances for the younger generation in his hometown as a form of educating and enlivening the attitude nationalism through education. (2) The implementation of education that Willem Iskander instills in his students places more emphasis on social and cultural aspects, so that Willem Iskander more often uses approaches in teaching using local languages as a form of enlivening the surrounding culture.

Willem Iskander Thoughts in the Context of Education and Nationalism

From the document records it can be concluded that in the struggle of the Indonesian people, teachers have a role that is not small, both individually and institutionally. At the beginning of the national movement, teachers had a role in raising public awareness of the fate of their nation, with the methods and approaches they applied in the learning process. It is undeniable that teachers play a role in "spreading nationalism" to all levels of society from various parts of the country. Therefore, most of the figures in the national movement at the beginning of the 20th century were also teachers, whose role was to move society by instilling a spirit of nationalism. The same thing can be seen through the document notes published by the newspaper De Locomotief which can be seen as follows.

"…De Locomotief news paper, which was published in Semarang in August 1876, it was stated that the late Willem Iskander was a teacher figure, a pioneer of Bumiputera education. In an atmosphere of a colonized nation, Willem Iskander establishes communication with fellow teachers from other ethnicities to think about the progress of his nation. If you look at the long history of the Indonesian nation, the role of the teacher as a propagator of the spirit of nationalism can be seen from certain moments involving teachers. Willem Iskander, a teacher from Tapanuli at the end of the nineteenth century, was a Bumiputera figure who developed education for the future of his nation. His pioneering work is not only known in Batak lands, but has spread to other areas, including Semarang…" (Source: De Locomotief Newspaper).

This was confirmed by the results of interviews submitted by academics and historians of Medan State University "IA" as follows: "…I, as an academic, want to convey what actually exists, when talking about Willem Iskander, it is certain that the question is "The role of Willem Iskander", Yes. The figure of Willem Iskander cannot be separated as one of the locomotives for the revival of the birth of modern education which has become the forerunner of education today, his role as a figure from the land of North Sumatra at that time had a very extraordinary influence on the world of education, to the extent that Willem Iskander given the opportunity to establish the first teacher's school during the Dutch East Indies era, which had a role as a promoter of the form of the rise of the Indonesian republic in printing young teachers at that time, which aimed to arouse the spirit of nationalism through education, Willem Iskander's own role was also to provide lessons which is in accordance with the spirit of nationalism…" (IA.25/04/2022).

From the results of the interview submitted by a historian with the initials "IA" it can be concluded that Willem Iskander's influence in the world of education cannot be doubted because Willem Iskander's role itself is very clear and quite successful in establishing schools in his hometown, at that time the school was called Kweekschool was used to educate children in their hometown as one of the movements to nationalize and fight against colonialists in the past. Seeing in the notes on nationalism written by [17] this is also in line with that in the XX century, Willem Iskander is likened to a new dawn dawning on the horizon of the archipelago which seeks to awaken nationalism through education. National movements began to appear, both local and national in nature, demanding the expulsion of colonialism and the return of national independence, that nationalism was also a state of mind in the form of beliefs held by most people in a certain area, so that they had feeling of nationality, namely a sense of togetherness in a group (a sense of belonging together). official rulers in the area have always existed throughout history with varying powers [17].

Then furthermore "IA" also reaffirmed Willem Iskander's role in his attention to the world of education during the colonial period in arousing the spirit of nationalism as follows. "…If I remember Willem Iskander's great attention to education was reflected when he proposed to the Dutch Colonial Government to improve the quality of Bumi Putera schools, one of which was the provision of scholarships to young teachers. Thanks to their persistent efforts, a number of Bumi Putera teachers from several ethnicities, if I'm not mistaken the names are Banas Lubis (Batak Mandailing), Raden Mas Surono (Surakarta/Java) and Ardi Sasmita (Sunda) managed to get scholarships to continue their studies in the Netherlands …" (IA.25/04/2022).

Based on the above data, it can be concluded that Willem Iskander really cares about education. Willem Iskander thinks that only through education will change the mindset much better, then Willem Iskander wants to improve the quality of education. Therefore, there can be no doubt about Willem Iskander's figure in the world of
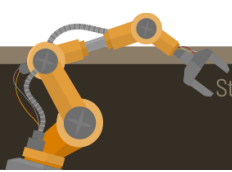
education, how skilled Willem Iskander is in reviving education in the midst of a colonized nation, he still remembers how important education is in reviving the spirit of nationalism in the past.

Application of Willem Iskander Thoughts in Building Youth Generation Education and Nationalism.

During the reign of the Dutch East Indies, education was introduced, although it was still limited to certain circles. However, elementary school buildings were gradually built in various corners of the Dutch East Indies so that education could be enjoyed by the native population, there was the influence of European culture on Indonesian culture which was considered positive, its manifestation included the development of the education system in schools Dutch schools, through offering science and technology in the lives of Indonesians. The presence of the Dutch nation with a mission to bring knowledge can also be seen in documents written by [17].

"…The implementation of the education system during the Dutch colonial administration was based on the system a color line division (differences in color line) the implementation of education like this raises so many reactions from the community, because there is discrimination in the provision of education for the community. Discrimination in education certainly has a broad impact in society. For people who come from the nobility, education is not a problem, because people from the nobility can easily get an education. But for people outside the social class (lower society), even though they are intellectually capable, they still do not receive education like the aristocratic class. This means that the difference was created by the colonialists in Indonesian society, where the language of instruction used in schools for the aristocratic class was Dutch…" (Ashe, 2019).

This was also confirmed by a historian with the initials "IA" that the figure of Willem Iskander was considered one of the pioneers who tried to fight against him. "...I think it's clear, yes, at that time the arrogance of the colonials seemed to torture the minds of the natives in the past, the natives were considered like slaves who did not deserve to receive education in a respectful manner in the past, but there were educational pioneers who were at the same time someone who had thoughts a revolutionary from Sumatra named Willem Iskander, his desire to change the education system initiated by western nations at that time Willem Iskander followed but Willem Iskander preferred to study directly in the Netherlands in order to gain as much knowledge as possible which would be applied to him in his hometown, upon returning from Holland Willem Iskander proved by establishing a school that was helped a lot by the people in his village, and what is unique is that even though Willem Iskander studied in the Netherlands, Willem Iskander did not fully think from the west. learning by using the local language without reducing the essence of science itself and never discriminating in the learning process, whoever is the person who wants to learn please come and together build a civilization of science roughly like that style of education that Willem Iskander instill it in every student who studies with him, but if I remember more Willem Iskander also experienced difficulties in spreading knowledge in his hometown but thanks to his persistence all of this was resolved regularly and the patience he had eventually made everyone in his hometown become all educated , the way that Willem Iskander does is to visit houses to convince every community member who doesn't want to go to school to want to go to school so that the youth in his village can experience the education that Willem Iskander has instilled, besides that the style of education that Willem Iskander wants is every broker n Teachers must be able to write books so that they are not only able to teach, but are able to write…" (IA.25/04/2022).

Based on the description above it can be concluded that Willem Iskander is a reliable educator, because Willem Iskander always tries hard so that his students become smart people. This was proved by Willem Iskander several years after Willem Iskander taught and educated prospective teachers, his efforts have shown real results, some of them have succeeded in becoming teachers and writers. Likewise, Willem Iskander's struggle, which succeeded in bringing the idea of renewal to fruition as expected, until finally the Tano Bato teacher school at that time emerged as the most prominent center for teacher education and training in the entire territory of the Dutch East Indies. Then it can be believed that the quality of education at Tano Bato 's Kweekschool was very good, until finally Van Der Chijs, who at that time served as the Bumiputera Education Inspector, set the Kweekschool school as a model school for teacher schools in the Dutch East Indies (Archipelago) in the past. Until finally Willem Iskander invited his students to continue to be active in pursuing knowledge seriously. Willem Iskander also advised his students not only to be able to teach but also to be able to write.

Willem Iskander as a Local Education Leader in North Sumatra

From the records of archival documents entitled "Nationalism and Revolution: Indonesian Experience" as a form of statement that the Tapanuli Residency was one of the areas included in the Dutch expansion list. South Tapanuli is one of the expansion areas from the Netherlands. Willem Iskander is a son born in South Tapanuli. From his thoughts, good literary works have been produced. His literary works provide an overview of the conditions in South Tapanuli. Searching the archives that were written by Daoed Joesoef, the Minister of Education and Culture of the Republic of Indonesia for the period 1978-1983 unequivocally stated the following. "…That Willem Iskander was a pioneer of native education in the Batak Lands. Willem Iskander succeeded in establishing an educational institution named (Kweekschool Tanobato). This native son of South Tapanuli has

dedicated a lot to the people of South Tapanuli. Aside from being a writer, Willem Iskander is also called a pioneer in education in Indonesia. According to Daoed Joesoef, Willem Iskander has proven his ability to lead teacher schools. His intelligence, commitment, and experience provide strategic inspiration for the teacher's role. Apart from being an educational figure, Willem Iskander is also a writer from South Tapanuli. His work entitled Si Bulus-Bulus Si Rumbuk-Rumbuk which was printed in 1872 became evidence of his literary work.

It is in this work that many very clear meanings are contained about the conditions and conditions in the South Tapanuli area. There are many values contained in the work of Si Bulus-Bulus Si Rumbuk-Rumbuk which can be used as material for cultural studies, including geographical conditions, community culture, and educational patterns for children of the Mandailing Batak tribe (residents of South Tapanuli) by analyzing the meanings contained therein. Therefore, the moral message embedded by the author in the work is a positive dedication, his work can be said to be very revolutionary in the past. The struggle to advance education can be felt in his works, and also shows the spirit of society in advancing education…" (Note: Ministry of Education 1978).

Based on the description above, it can be concluded that the acknowledgment of an old document has never been delivered by the minister of education Daoed Joesoef reminded a form of collective memory of the deep darkness that the Indonesian people had experienced at that time, it is undeniable that Willem Iskander made a major contribution to the world of education in the past so that in the end the Mandailing people at that time could experience education at in the midst of colonialism. The atmosphere of war that was felt by the Mandailing youth at that time in their education continues to be felt, but the enthusiasm and strong desire did not dampen the enthusiasm of Willem Iskander's students in studying at Kweekschool Tanobato founded by Willem Iskander. Other facts that were found, can be seen from the results of interviews with the informant with the initials "HMN". "…In the nineteenth century slavery was still rampant in the Mandailing Natal and Angkola areas. Slaves became the main commodity besides gold. Nearly a third of the population of Mandailing Natal, Angkola and Padang Lawas at that time were slaves or people in debt. "HMN" stated that in Mandailing or South Tapanuli there were already schools established by the local community. So this document can be read from Godon's report, Godon is a Dutchman. From the documents shown, information can be seen that he "Godon" also made efforts to improve the quality of education in the area by establishing schools aimed at educating the Madina and Angkola people. At that time the students were children from elite circles. Until February 1857, Godon had established four schools with 50 students, which were in Panyabungan for the Mandailing Godang area, Padangsidimpuan for the Angkola area, Kotanopan for the small Mandailing area. At that time the population of Angkola-Sipirok who could read and write Latin, Malay and Mandailing scripts was only 2%. Then Gordon emphasized in his report, that on the basis of his concern for education in South Tapanuli, Godon invited Sati Nasution to go to the Netherlands to study to become a teacher. It is in the South Tapanuli area, precisely in the Mandailing area, that a writer has been born who has broad insights and concepts of life. The writer is Sati Nasution Titled Ja Sikondar, who is more popularly known as Willem Iskander…" (HMN.05/04/2022).

De Locomotief newspaper edition of 31 July 1876 page 3 columns 1-2 published in Semarang were confirmed by an informant who was also the founder of the mandiling study center with the initials "HMN" who said about Willem Iskander as follows. "…You can read the word "HMN" in between interview conversations by opening a book entitled Willem Iskander, this achievement is not surprising because the school founded on Willem Iskander's suggestion has several advantages. At the school they are taught: (1) to read and write Latin, Malay and Mandailing scripts; (2) translate in writing Malay language text into Mandailing language and vice versa; (3) translating Dutch into Malay; (4) calculating by rote with practical examples; (5) arithmetic based on a book written by AL Boeser; (6) geography of the five continents including geography, social, economics, soil, language, and population of the archipelago based on a book written by Dr. De Hollander; and (7) mathematics, physics, theory of surveying, Dutch government politics in the Dutch East Indies.

Through the criticism and messages contained in his work, he is able to conjure up people's minds to care about education, so that people are interested in changing South Tapanuli for the better. His work in literary form is a thought that can be said to be great at that time. Through the thoughts in his work, an idea for the advancement of education was born. The Kweekschool Tano Bato teacher school or Kweekschool voor Inlandsch Onderwijzers (Bumiputera Teacher School) is proof of efforts to advance education in South Tapanuli. At that time, the establishment of this school became a spirit to change South Tapanuli for the better…" (HMN.05/04/2022). Based on the description above, it can be concluded that Willem Iskander is indeed an educational figure who comes from the land of Tapanuli. Willem Iskander is featured because of his struggle and services for the people of Tapanuli. Through the poems he composed, Willem Iskander has started his initial struggle to advance education in his homeland. Apart from being an artist, writer, and public figure in the past, Willem Iskander was also the first scholar from the Batak lands to pursue formal education in the Netherlands (1857).

Willem Iskander arrived in the Netherlands in September 1857 and began attending preliminary education in Vreeswijk and Arnhem, then entered a teacher's school in Amsterdam for some time. After completing his
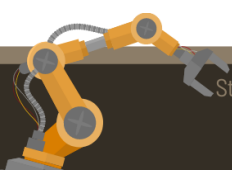
education as a teacher, Willem Iskander decided to return to his homeland to devote himself to his country. his birth. The idea of reforming native teacher education presented by Willem Iskander to Van der Chijs in Tano Bato, 1866, and discussion of his letter in Tweede Kamer, November 1869, has produced results. Van der Chjis made long-term and short-term plans to improve the quality of education for native teachers. One thing that is important, is the notification to Willem Iskander, 1869, that he was assigned to bring and guide eight young teachers to continue their education in the Netherlands. The eight young teachers are two each from Manado, Mandailing, Sundanese and Java.

4. Discussion

Willem Iskander as a Local Education Figure in Building a Spirit of Nationalism

Based on the results of the research conducted, it was found that Willam Iskander's role in building a spirit of nationalism through education had a very large influence, his role as an educational pioneer was felt by many people, especially in Mandailing, North Sumatra. His work in reviving the spirit of nationalism through education continues to be carried out by establishing educational institutions built in very simple circumstances [20]. Willem Iskander's idea of building an educational institution received a good response from the people in his hometown and in the end an educational institution was established called Kweekschool Tano Bato. Willem Iskander, who at that time was working as a bumiputera clerk (Adjunct inlandsche sehrijfer) at the Mandailing-Angkola resident office, replaced Haji Nawi. Returning from the Netherlands in 1861 in Batavia, Willem Iskander met the Governor General, Mr. Ludolf Anne Jan Wilt Baron Sloet Van Den Balle to express his intention to establish a Teacher's School in Mandailing [21]. Willem Iskander's wish was approved by providing a letter of recommendation to Van Den Bosch (Governor of the West Coast of Sumatra), Resident Mandailing-Angkola, Controller, Regional officials to assist and establish the school. In 1861, Willem Iskander, the Dutch government and the village heads and the community, founded the Teacher's School (Kweekschool) in Tano Bato independently with a very simple school building.

Willem Iskander made a breakthrough in the enlightenment movement (Aufklarung) through education in Mandailing-Angkola, especially in Mandailing Orientation, Horizon, Reasoning, Idealism, and the Spirit of Renewal in Mandailing. At least in the middle of 1861, the spirit of advancing education in his native land entered a new phase. Willem Iskander built the Tano Bato Kweekschool (Teacher School) which was quite simple, with wooden pillars and thatched roofs. Certainly not easy. Moreover, only a few people who want to go to school there. They are afraid of having to pay a high price [22]. However, Willem continues to socialize his renewal ideas. In fact, with the door to door method to remote villages. As a result, the scarcity of students was overcome. Residents around Panyabungan, even from other areas in Mandailing, flock to study there. Then one year after its establishment, September 1863 to be precise, Governor Van den Bosch came from Padang to inspect the school. The Governor of the West Coast of Sumatra reported his visit to Governor General Ludolph Anne Jan Wilt Sloet van Belle in his letter, 13 September 1863. General Ludolph Anne Jan Wilt Sloet van Belle expressed his admiration for Willem Iskander's expertise. Ludolph Anne Jan Wilt Sloet van Belle wrote with the words "zeer ontwikkeld, hoogst ijverig" which means very smart, educated, very diligent and diligent. From that school, Willem Iskander's way of building a spirit of nationalism was through education, until young scholars were born to become teachers [23].

Likewise, it was revealed that Kweekschool Tano Bato which was located in Mandailing was the best educational institution at that time which was founded by Willem Iskander. Until finally Willem Iskander succeeded in creating the best school ever in the Dutch East Indies, this made Willem Iskander admired by the Dutch people [23]. Willem Iskander also revealed how important education must be for every human being, with education a person will gain a lot of knowledge, have good behavior and know what abilities and potential he will have. Willem Iskander's view reveals that education is a process of changing human behavior in the process of forming a complete human being [24]. Through education, human potentials can be developed and actualized so that humans are able to make themselves and their environment more prosperous and better, or in other words become noble human beings. The same view is found in the National Education System Law No. 20 of 2003 concerning the National Education System, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself and society [25]. Then Willem Iskander also thanked all the people in Mandailing and for the approval of General Ludolph Anne Jan Wilt Sloet van Belle for the establishment of the Tano Bato Kweekschool educational institution, with the Tano Bato Kweekschool educational institution in Mandiling it will have a good impact later on for the Mandailing people in taking education as a form of providing knowledge to his hometown [26].

That the process of providing education is carried out not only by the school, such as educators and education staff, but the existence of the community and parents of students contributes to realizing better educational attainment as an effort to obtain the goal of providing better education by involving the community and parents

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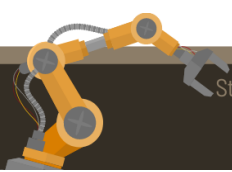
of participants educated [27]. Likewise, those who stated that with support in the implementation of education in order to provide opportunities for external parties to participate and feel the development of education in their area. The participation of the community or parents of students is not only carried out with material support, but also good thoughts, motivation, and cooperation in order to create good and quality education [28].

This statement provides an overview of the roles that can be given by the community and parents of students, this participation is intended to build good cooperation between parties to achieve education that is able to compete in the times. Therefore, the role of education in human life and life, especially in today's modern era known as cyhemetica, education is recognized as a power (education as power) that determines achievement and productivity in other fields. That education is said to be a power. Education as power means competent and strong enough to enable us, the majority of people, to decide what kind of a world we want and how to achieve that kind of world [29]. Likewise, the expression about education as strength means having sufficient authority for the common people to determine a function and position in society without going through an educational process [30].

Based on the description above, it can be concluded that Willem Iskander in building a spirit of nationalism through education cannot be separated from the interference and participation of the community, and support from various parties including parents of students in the implementation of education. Community participation makes the school environment require preparation so that the development of the Kweekschool Tano Bato educational institution can be encouraged to improve the quality of education. Efforts to involve the participation of the community and parents of students, school education institutions also need to pay attention to the needs of these parties as a form of responsibility so as to create a good cooperative environment. With the participation and participation of the community, parents of students in the process of building a spirit of nationalism through education conducted by Willem Iskander in his hometown to understand important moral and social values so that they can become good citizens, ultimately reaping success.

Implementation of Willem Iskander Thought in the Context of Education and Nationalism in the Young Generation

In this study it was also found that the implementation of Willem Iskander's thoughts in building a spirit of nationalism in education, educators have also applied and emulated Willem Iskander's thoughts from the past, including reminding students to be diligent in learning and studying, and to behave honestly and never give up. Educators have also implemented Willem Iskander's thoughts so that students love their environment more. As a sovereign country, how important it is to show loyalty for the younger generation as the next generation to take care of the environment and their country. That means the participants are given important information about the manifestation of love for the country and place of residence.

Therefore, the implementation of Willem Iskander's thoughts in building education and nationalism is very important. This is in line with the view of nationalism as a state or mind that develops the belief that the greatest loyalty must be given to the country, loyalty becomes a desire and sentiment that develops through various life experiences of certain communities [31]. Desires and sentiments also give rise to awareness movements for members of the public to contribute services through regular activities with the ultimate aim of upholding a sovereign state. Likewise, the view of nationalism is an ideological movement, to achieve self-government and independence for a group or part of a group calling themselves a nation which will actually be like other nations [31].

Smith also stated three things that make up nationalism, namely (1) self-determination as a group, (2) affirmation of personality, and (3) the nature of the nation and the division of the world following a separate nation-state [32]. In the book Nationalism and Ethnicity in Europe, East and West which states that nationalism politically is a manifestation of national consciousness which contains aspirations and motivation for a nation, both to win independence or get rid of colonialism as well as as a driving force to build a nation within a society [33]. This is also in line with what has been described as being an Indonesian citizen, of course you feel proud and love the Indonesian nation and state [34]. Pride and love for the nation and as citizens of Indonesia, of course, feel proud and love the country of Indonesia. This form of pride and love for the nation and country does not mean that the Indonesian state feels superior and superior to other nations and countries. Every society may have an excessive spirit of nationalism (chauvinism), but every society must develop an attitude of mutual respect, respect and cooperation with other nations.

But the view that reveals that nationalism has a narrow meaning as an attitude that leaves its own nation, while at the same time does not respect other nations as it should, this attitude clearly separates one nation from another [35]. Nationalism in a broad sense, as a view of a natural sense of love for the nation and state, and at the same time respect for other nations, this is certainly in accordance with the meaning of the actualization of
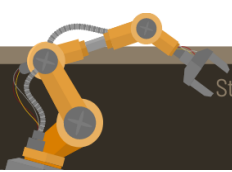
Pancasila Nationalism as a view of the love of the Indonesian people for their nation and homeland which is based on Pancasila values [36]. The principle of Indonesian nationalism is based on the values of Pancasila which are directed so that the Indonesian people always place unity in unity [37].

Because the interests and safety of the nation and state are above personal interests or group interests and show an attitude of willingness to sacrifice for the interests of the nation and not feel inferior, recognize equality, equal rights and obligations between fellow human beings and fellow nations, and can foster an attitude of mutual love fellow human beings and develop tolerance. Furthermore, in the context of implementing Willem Iskander's thoughts in building education and nationalism, since childhood Willem Iskander has equipped himself with a strong mentality in responding to problems with brilliant ideas, and living an honest life with others. Because this attitude must be maintained as a form of continuing the great ideals of Willem Iskander in building education and nationalism.

Likewise, this view of thinking is an idea and a mental process that allows one to represent the world as a model and treat it effectively according to goals, plans, and desires [38] . Then furthermore the view of thinking is a form of communication that is often carried out to form concepts, reason and think critically, make decisions, think creatively, and solve problems [39]. Likewise, thinking is a form of thinking, seriously and deeply and so on in making judgments [40]. Meanwhile, Bloom revealed that thinking involves mental activity in analysis, synthesis and assessment [41]. Likewise, Aziz said that thinking is a logic between impulse and action so that critical thinking will analyze issues holistically and see problems from various dimensions [42]. Dreyer said that thinking is a symbolic representation of some events or occurrences. Likewise, thinking is training ideas in a precise and thorough way that starts with a problem. Furthermore, the perspective of nationalism has existed since the end of the 18th century. Nationalism first appeared in Europe and America, such as England, France, Germany, Italy and the United States, at the end of the 18th century nationalism became a sentiment that is generally known in society the greatest determining factor in modern history [44].

Anderson (1983) stated that etymologically nationalism comes from the word nation. Nation (nation) is a political community that is limited and sovereign other terms call it (imagined communities). The political community is said to be imagined communities because it is impossible for a community to know all of its citizens, it is impossible to meet or hear each other [45]. Then the sense of nationality is the awareness of a nation, namely the feeling that is born naturally because of the existence of social togetherness that grows from culture, history, and aspirations of past struggles, as well as togetherness in facing the challenges of history itself. The dimension of a sense of nationality in achieving the nation's ideals will develop into a national insight, meaning that thoughts that are national in nature for a nation have clear aspirations of life and national goals [46] . As stated that the sense of nationality is not the monopoly of a nation, but rather a form of glue that unites and provides the basis for the existence (raison d'etre) of nations in the world [47].

Thus the sense of nationality becomes something unique because it does not only exist within the nation because the same thing is also experienced by other nations. Likewise, Ben Anderson's 1911 view revealed that the concept of the Nation State is a cultural concept about the culture of a political community which as a whole is imagined as relatives who have limited characteristics [48]. In the modern political community, it has also been revealed that this image has transformed into a nation state. Likewise, the meaning of the state (state) is a political concept of a sovereign political unit that grows based on agreements and social contracts that place individuals within the framework of citizenship [49]. The results of the findings during interviews with several students revealed that the struggle that can inspire students is that Willem Iskander is very thirsty for knowledge as if it never goes out and always explores the knowledge he has, even Willem Iskander's struggle in spreading education by visiting the homes of community leaders to introduce knowledge, introducing the importance of the meaning of discipline, ethics and character as well as spreading the spirit of nationalism to every student. It was also revealed that the importance of character education in forming young people who have morals and ethics so that character education can help build a strong character of nationalism and make individuals care more about their country and nation [50]. Therefore, education in Indonesia must strengthen national values and strengthen the nationalism awareness of each individual.

Then nationalism education must also be integrated with the existing educational curriculum, as an effort to provide an understanding of the meaning of differences in a nation through multicultural education as a form of respecting and strengthening diversity. Likewise, with the statement that the feeling and understanding of nationalism, nationalism or the spirit of patriotism arises, nationalism contains the demands of a nation to realize identity, and develop behavior as citizens of the nation who believe in their cultural values, which are born and grow as an incarnation of their personality. [51]. Based on the description above, it can be concluded that Willem Iskander's thoughts in initiating education to build a spirit of nationalism have a very important role in maintaining the national spirit of the younger generation, on that basis Willem Iskander as a local figure thinks only through education and studying diligently, and loving the environment in which to live and care for the Indonesian nation can foster a spirit of nationalism in the younger generation in their hometown. Willem Iskander also revealed that
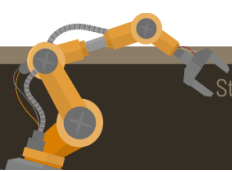
the importance of nationalism education must become an integral part of the national education system. The nationalism education approach must be applied at all levels of education, from elementary to tertiary levels, so that Indonesia's young generation can grow to become a generation that has high national awareness and is able to fill an important role in the progress of the nation.

5. Conlusion

The role of the North Sumatra local education pioneers Willem Iskander in building the spirit of nationalism had an enormous influence, in 1862 Willem Iskander was the first native to succeed in establishing an educational institution called Kweekschool Tanobato in Mandailing, North Sumatra and then spread to various other areas, Willem Iskander's way of reviving the spirit of nationalism by trying to visit residents' homes so that their children receive an education. The application of Willem Iskander's thoughts in the world of education has not been considered effective, in fact there are still some young people who are very ignorant of the values of local education figures, it can be seen that some of the younger generation only know Willem Iskander as a street name, therefore there is a need special attention so that the younger generation does not forget local figures in reviving the spirit of nationalism through education.

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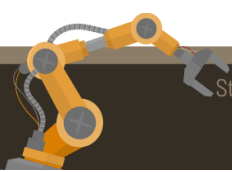
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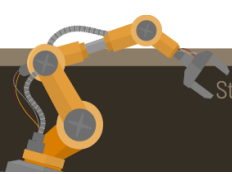
THE FORM OF THE EXISTENCE OF THE COSMOS HARMONY LIFE PHILOSOPHY IN *SERAT SULUK BANGO BUTHAK*

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Abstract

The cosmos harmony life philosophy is a life goal in the Javanese worldview so that in the future they can achieve *kasampurnaning dumadi*. Cosmos harmony has a vital role in achieving perfection in the life of the Javanese society. This research aims to understand the origins of the existence of the cosmos harmony life philosophy in *Serat Suluk Bango Buthak*. This research was qualitative research with a literary philosophy approach. Research data was in the form of lingual units (phrases, clauses, and/or sentences) which contained the cosmos harmony life philosophy. The research data was a Javanese manuscript entitled *Serat Suluk Bango Buthak (SSBB)* from the collection of the *Sanapustaka Kasunanan Surakarta* library. The data collection was carried out by observing, reading, and recording. The data analysis was carried out using literary philosophy analysis. Based on the research results, the origins of the existence of the cosmos harmony life philosophy are divided into three parts: 1) Symbolization by using the animal symbol *Bango Buthak*; 2) *Tembang Dolanan*, namely *Cublak-cublak Suweng*; 3) Traditional expressions. Achieving harmonization in Javanese human life leads to harmony in human life with the natural environment and God. The teachings in *Serat Suluk Bango Buthak* are conveyed using symbols containing Islamic teachings combined with the indigenous knowledge of Javanese society.

Keywords: cosmos harmony, symbol, Bango Buthak, Serat Suluk Bango Buthak.

1. Introduction

Serat Suluk Bango Buthak (SSBB) is a unique and interesting Javanese manuscript. This manuscript contains Islamic teachings combined sweetly with indigenous Javanese knowledge. This combination produces a harmony that is still a mystery to be studied. Moreover, not much research has been conducted on this subject. As far as initial investigations are concerned, SSBB research which leads to the study of literary philosophy, linked to Sartre's existentialism which emphasizes aspects of literary cosmoernithology has never been carried out. The study of this aspect of literary cosmoernithology is important, especially concerning human efforts towards cosmos harmony in life. The cosmos harmony can be a provision for humans to achieve the happiness of life called *kasampurnaning dumadi*.

Serat Suluk Bango Budak is an appropriate subject for incorporating philosophy, existentialism, cosmology, and ornithology because the text of this manuscript contains philosophy, extensionalism, as well as cosmology and ornithology which are combined in a *suluk* text. SSBB is indeed a work of zoological literature that contains the symbolism of storks, especially bald storks with the following embodiment.

Figure 1. Bangau Botak

The philosophy of cosmos harmony life is the goal of life in the Javanese worldview to achieve perfection (*kasampurnaning dumadi*) in the future. This is the ideal Javanese concept of life, not excessive, but in harmony between two binary dichotomies that attract each other, namely the microcosm and the macrocosm. The philosophy of cosmos harmony in life can be realized if Javanese people can achieve the relationship between revelation and sense (Burhanuddin, 2017). Revelation is related to *pesthi* and sense is related to *pestha* (effort). Between effort and the presence of revelation (*kabegjan*) cosmos harmony is needed. Cosmos harmony is a level

of existentialism, when humans can harmonize themselves, and liberate themselves so that they feel like they exist in the trajectory of the cosmos.

In Sartre's view, (Kaufmann, 2021) existentialism is humanism. Through cosmos awareness, humans can become increasingly aware of things about other humans (*liyan*) and posthumans. This idea was even realized in the form of a book entitled "Existentialism is a Humanism" (Kulka, 2013). The point is that human existence is a total human awareness to understand and appreciate cosmos harmony. This awareness brings up the humanistic human character. Awareness also shows a personality and worldview. Sartre's core ideas (Yussafina, 2015) are four things, namely: (1) being and nothingness, (2) human freedom, (3) existence precedes essence, and (4) existentialism and humanism. Self-awareness will open up opportunities for cosmos awareness, thereby cosmos harmony has been achieved.

Regarding cosmos harmony, Lewis (2017) states that cosmos harmony and life harmony will make you happy. Contemplation and meditation are complementary practices. Without reflection, meditation becomes a less meaningful inner practice. Without meditation, contemplation becomes mere imagination. With the help of contemplation, one understands the reality of the cosmos intellectually and with the help of meditation it is perfected into a meaningful inner reality. Through solemn contemplation, one comes to the point of knowing. Through devout meditation, one becomes aware of the cosmos. If so, to achieve harmony in life, steps are needed, namely contemplation (*manekung*) and meditation. Both are ways for humans to be introspective.

Contemplation and meditation will lead to a life philosophy of cosmos harmony, where a harmonious existence of musical sounds is balanced between music and human vocals, between minor and major scales, so that beautiful, enchanting melodies are obtained (Wyatt & Schroeder, 2020). Cosmos harmony is not much different from harmony in musical compositions. The harmony in the musical drumbeat is called rampak. This was also stated by Schoenberg (2019:13) that harmony is simultaneous sounds (chords) and how they can be combined with respect to architectonic, melodic, rhythmic and significance values with relatively equal weight towards each other. The existence of this kind of reality, in the Serat Sastra Gendhing by Sultan Agung, is depicted through a harmonious combination of gamelan sounds, between Sastra (sounds) and gendhing (beats). This condition marks the presence of "literature" as a form of a small universe produced by humans in harmony with gendhing consisting of various gamelan beats (Sudjak, 2017). Existentialism living in harmony is like a heavenly atmosphere, far away, infinite, but always longed for by humans (Tymieniecka, 2015). This atmosphere is called cosmos harmony, the balance between oneself and the phenomena of the universe (cosmos).

Human life needs to find harmony in the cosmos (Tymieniecka in Totaro, 2018). When humans can find the harmony of the cosmos, there will be enlightenment. The harmony of the cosmos is widely expressed in classical literary texts, which convey the beginnings of metaphysics. Even from a radical phenomenological perspective, there are still human efforts to achieve the autopoiesis of life. In spiritual literary texts, which in Javanese literature is called *suluk*, it is a reflection of the path to perfection in life. Life is considered perfect when it can achieve cosmic harmony.

Research on SSBB has been carried out by Pamungkas (2013) as a graduate thesis and an undergraduate thesis. Apart from this research, there has been no in-depth research on SSBB. Pamungkas (2013) made a philological study and content analysis. Pamungkas stated that SSBB is a new Javanese text with the *suluk* genre, a text that contains religious teachings. This text was written or copied some time in the 19th century. The content of the SSBB text contains teachings regarding the tasawuf, Islam, and the concept of *tasawuf* within a Javanese framework. The study of religiosity carried out in this work has not yet reached a discussion of human existentialism. SSBB's work contains science and knowledge about the cosmos harmony life philosophy. The discussion of SSBB should be discussed using existential phenomenology as initiated by Jean Paul Sartre, so that metaphysical meaning can be found in it. SSBB is indeed a work that contains the ideas of Javanese *tasawuf*.

2. Method

This research is qualitative research with a literary philosophy approach, a study of texts that seeks to reveal aspects of the philosophy of human life in search of harmony in life. Literary philosophy is an effort to give meaning to literature as an effort to clarify life (New, 2000). The data for this research are lingual units (phrases, clauses and/or sentences) which contain the cosmos harmony. The source of research data is the Javanese manuscript entitled *Serat Suluk Bango Buthak* (SSBB) from the collection of the *Sanapustaka Kasunanan* Surakarta library. The text consists of two *pupuh* songs with a total of 41 songs. The data source was found in the *Suluk Luwang* manuscript bundled with collection number 62 Na. The data source has been translated by Pamungkas (2020) as thesis research at the Master's Study Program in Cultural Studies, Sanata Dharma University, Yogyakarta.

Data collection was carried out using the A-B-C process as follows: 1) Observe: looking carefully at the text regarding the description of the cosmos harmony life philosophy, 2) Read: a heuristic reading process to explore the philosophy of life, and 3) Note: taking notes in a context related to the existentialism of human life. Data collection was continued with data categorization and conclusion. Data analysis was carried out using a study of literary philosophy which is contextualized with the cosmos harmony life philosophy.

3. Results

Based on the research conducted on *Serat Suluk Bango Buthak* (SSBB), the origins of the existence of the philosophy of living in cosmos harmony was obtained. The form of the origin of the cosmos harmony life philosophy is expressed in three types, using symbolism, songs and traditional expressions. The following is an explanation of each form of the origins of the existence of the cosmos harmony life philosophy in SSBB.

4. Discussion

Based on research conducted on *Serat Suluk Bango Buthak* (SSBB), the origins of the existence of the cosmos harmony life philosophy was obtained. The form of the origin of it is expressed in three types: symbolism, songs, and traditional expressions. The following is an explanation of each form of the origins of the existence of the cosmos harmony life philosophy in SSBB.

Symbolization

Humans are known as animal symbolism, humans who live by symbols (Cassier, 1987). Humans in their lives are always close to symbols. All human life activities cannot be separated from symbols. Various things in human life are symbols with certain meanings and values. At any time, the meaning and values can shift according to the meaning of the symbol or interpretable values (Rusdy, 2012). This means that the meaning of a symbol depends on the owner of the symbol. A symbol is a kind of significant structure that means something is directly and fundamentally with a literal meaning and is supplemented by other meanings. The other meaning in question is a deep meaning or secondary meaning and figurative and it will only be answered if it has penetrated the first meaning (Ricoeur, 1988). To be able to understand the true meaning of a symbol, a person must be able to read the second meaning. In SSBB, the origins of the cosmos harmony life philosophy also use symbolism. The main symbol used in SSBB is the embodiment of a crane which is referred to in the text as *bango buthak* (bald crane).

Bango buthak is a symbol of people who are Islam. Islam is one of the religions with the largest adherents in the world today. Islam is believed to have emerged in the Arabian plains. Islam is a religion revealed to the Messenger of Allah to be taught to humans. The Islamic religion was then continuously passed down from generation to generation (Sodikin, 2003). *Bango buthak* as a symbol of Islam people (moslem) is mentioned in *Pupuh Asmaradana* at line 1-3 as follows.

(1) kasmaran plambanging pasthi, sahadat dudu kalimah, kang angucapaken mangke, iku manuk bango buthak, buthake ngenthak-enthak, angendhog aneng tetumbu, anake pating burisat.

(2) bango lawas anunggoni, anake pating burisat, sadat kang wus rampung mangke, lamun sira sampun wikan, kang aran bango buthak, kang ngendhog aneng tetumbu, yaiku Islam kang nyata.

(3) sahadat kang pasthi malih, sahadat ingkang sampurna, cublak-cublak suweng mangke, pun suwenge sigelenter, mambuwa tundhung gudal, pedhota lera-lereku, yaiku ingaran Islam.

Translation:

(1) love is a symbol of fate, the tasawuf is not a sentence, which (will) say now, that is (what is called) a bald stork, very bald (very bald), (which) lays eggs in a basket and has very many cubs.

(2) The stork waited a very long time, there were many cubs, and the *tasawuf* was completed, if you already know, what is called a bald stork, which lays its eggs in a basket, that is (what is meant by) true Islam.

(3) absolute *tasawuf*, perfect tasawuf, *cublak-cublak suweng mangke, pan suwenge sigelenter, mambuwa tundhung gudal, ped hota lera-lereku*, that is what is called (with) Islam.

Based on three quotes in the song, it can be seen that *bango buthak* is a symbol of the Islamic religion. This is very clear, especially the last three in line 2 (..., *kang aran bango buthak, kang ngendhog aneng tetumbu, yaiku Islam kang nyata*). The interpretation of this symbol is an expression of the development of the Islamic religion which is increasingly widespread and global with the depiction that appears in line 1, *ngendhog aneng tetumbu, anake pating busirat*. The symbolization or depiction of Islam through *bango buthak* at least appears in the process of *ngendhog* (laying eggs/breeding) and *anake pating busirat* (very many children/lots of offspring) which can mean that there are more and more Muslim people like storks laying eggs to reproduce. Apart from that, there is

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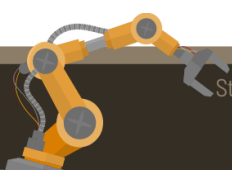
also the term *syahadat* in the first line. The word *syahadat* is very synonymous with the religion of Islam. The *syahadat* is the first requirement to become a Muslim. *Syahadatain* is the first pillar of Islam as the fundamental of a series of other pillars (Johariyah, 2020). The *syahadat* sentence is the main recitation in the process of converting someone to become a Muslim (Asfar, 2016). This means that by reciting the *syahadat*, human descendants will then become perfect Muslims or legitimate Muslims.

The *bango buthak* symbol in the text quote very clearly represents the development of Islamic teachings. These very basic text quotations, if put together, will convey that *bango buthak* is a symbol of the Islamic faith. The *syahadat dudu kalimah, sing ngapake mangke, iku manuk bango buthak, kang ngendhog aneng tetumbu, yaiku Islam kang nyata* (the one who says the *syahadat* later is the *bango buthak* bird, which lays eggs in a basket, has lots of cubs, that is real Islam). The *bango buthak* symbol in the text explains the teachings of Islam which are increasingly developing with increasingly widespread followers. Adherents of Islam are those who recite the *syahadat* and believe in the teachings of Islam.

Songs

The next form of cosmic harmony in the SSBB text is in the form of *tembang* (a song). The song that appears in the SSBB text is a children's play song entitled *cublak-cublak suweng*. *Tembang dolanan* is considered a collective work whose author is difficult to trace and is passed down from generation to generation. *Tembang dolanan* is one of the means used by parents to advise their children (Dhalu & Santosa, 2020). *Tembang dolanan* was created with a soft rhythm and full of a cheerful atmosphere, aimed at children and then sung while the children were playing (Sari, et. al., 2020). This means that *tembang dolanan*, which has existed since ancient times, has been used to teach and convey noble character values from parents to their children. In conveying values, it can be accompanied by traditional games so that an encouraging atmosphere arises for children when they are given advice. Based on several studies that have been carried out, *dolanan* songs are full of meanings that can be a means of forming children's character. In Javanese society, *tembang dolanan* is used as a means of having fun and filling free time as well as being a vehicle for communication full of character messages and educational values. There are quite a lot of *dolman* songs that are known in Javanese society, such as *cublak-cublak suweng, gundhul-gundhul pacul, sluku-sluku bathok*, and so on (Dhalu, 2020:19). In the SSBB text, the song used as a symbol of cosmos harmony is the *cublak-cublak suweng* song. This is as quoted from the text of *pupuh Asmaradana* in line 3 below.

(3) sahadat kang pasthi malih, sahadat ingkang sampurna, cublak-cublak suweng mangke, pun suwenge sigelenter, mambuwa tundhung gudal, pedhota lera-lereku, yaiku ingaran Islam.

Translation:

(3) absolute *tasawuf*, perfect *tasawuf*, *cublak-cublak suwengmangke, pan suwenge sigelenter, mambuwa tundhung gudal, pedhota lera-lereku*, that is what is called (with) Islam.

Based on this quote, you can see a series of words *cublak-cublak suweng mangke, suwenge sigelenter, mambuwa tundhung gudal, pedhota lera-lereku* which are excerpts from the text of the song *cublak-cublak suweng*. The lyrics of the song *cublak-cublak suweng* seem very simple, but they have a very deep meaning (Ariesta, 2019:188). Furthermore, the *cublak-cublak suweng* game contains local wisdom values which are not limited to words but also actions/deeds. Words are depicted in the lyrics of songs that are sung, while actions appear when playing games with certain body movements (Kurniasari & Rahardi, 2019). Furthermore, Kurniasari & Rahardi (2019) explain the meaning of the lyrics of the song *cublak-cublak suweng*, the existence of valuable treasures (*suweng* = earrings) is scattered around but not many people pay attention to them. Many people are looking for this true treasure, including stupid people (*gudel* = calf, as an analogy for stupid people).

Looking from another perspective, it can be said that during the game process, the children sit in a circle with one of them being the center. The child sitting in the middle sits with his body face down and his head bowed, symbolizing a state of surrender to God. The child in the middle will later be tasked with finding where the *suweng* is hidden by the other children. This condition is an illustration of where humans must be able to search for true emptiness and peace in their lives. In the process of searching for *suweng*, a person must steady his heart. This is what is meant in the text: to find a peaceful life, it is necessary to learn *kawruh* which is shown in the Islamic religion. The first *kawruh* is the *syahadat* as an absolute requirement. In the game process, it is also depicted that the child in the middle must sit face down with his head lowered, this represents his submission to God. The surrendered attitude of Javanese people is expressed like *narima ing pandum lan sumeleh*. This attitude is also reflected when later the child who guesses turns out to be wrong and does not get what he is looking for. In this case it can also be interpreted that humans must be willing and able to free themselves from bad qualities and ties

to worldly possessions (Kurniasari & Rahardi, 2019). By freeing themselves from worldly ties, humans will be able to reach the *suwung* realm to reach their God.

Traditional Expressions

Traditional expressions are typical expressions that are generally owned by certain groups of people. Traditional expressions can be a tool for expressing the thoughts and feelings of a community where the content and meaning reflect the outlook on life and way of thinking of the community that owns it (Adiwimarta, et. al., 1990). Traditional expressions are local wisdom that has become a tradition that contains local knowledge of a community. The values in local wisdom that appear in traditional expressions are highly trusted and serve as guidelines for behavior. In general, local wisdom also contains social norms that functionally strengthen the cultural system in the community (Haryanto, 2013: 336). This means that traditional expressions as part of local knowledge that contain local wisdom values are still believed to be true in society. Several traditional expressions are found in SSBB which contain the concept of cosmos harmony. The first traditional expression is contained in *pupuh Asmaradana* at 10 as follows.

(10) *milane datan pinanggih, angulari ngidul ngetan, ngalor ngulon apadene, iku jatining manungsa, ingkang aran manungsa, sejati-jatining suwung, uripe tan warna rupa.*

Translation:

(10) then you will not (will) meet, looking to the south and east, as well as (looking) to the north and west, that is how true humans, who are called (as) humans, are truly empty, their lives are without color and form.

Based on this quote, the expression of *sejati-jatining suwung, uripe tan warna rupa*, contains meaning about how humans search for God. Humans always try to look for God in all directions (*ngidul, ngetan, ngalor, ngulon*) but are unable to find God's existence. This is because humans have not been able to empty their minds. It is stated that in *sejati-jatining suwung*, humans must be able to make the suwung of their minds towards God because God is truly within every creature. This is in line with the expression *wiji ana sajroning uwit, uwit ana sajroning wiji* 'the seed is in the tree, the tree is in the seed'. This means that every creature is in God, and God is in every creature (Hadiatmadja & Endah, 2010). By understanding this condition, humans do not need to look everywhere to find God, but simply understand themselves in a state of *suwung*. Furthermore, it is stated that *uripe tan kinaya ngapa*, a clause which conveys that God is tan *kena kinaya ngapa* (cannot be thought of, cannot be imagined in any form). People who can realize the existence of God and can unite with God will reach a state of oneness as the goal of life in the Javanese view. Another traditional expression that contains the concept of cosmos harmony is contained in line 11 *pupuh Asmaradana* as follow.

(11) kang jêjuluk makal jati, suwunge lan ananira, lempoh lumayu lakune, bisu tan pêgat angucap, gêt-ugêt nyangga jagat, bango buthak kang rêguyung, têladha sakêh ing rupa.

Translation:

(11) which is called *makal jati*, the state of being empty and existing, paralyzed people being able to run, people being unable to stop speaking, *uget-uget* (worms) supporting the world, the many bald storks, as examples of the many forms.

The expressions in this quote give rise to meanings that contain paradoxes, namely *lempoh lumayulakune, bisu tan pêgat angucap, gêt-ugêt nyangga jagat*. It is said that paralyzed people can run, dumb people can talk, and worms can support the world. This is very contradictory, and raises the question, how can a paralyzed person be able to run, a dumb person be able to speak, and how can a worm be able to support the world? Of course, this is a parable for someone who has achieved oneness and is called *makal jati*. *Makal jati* represents the state of oneness between humans and their God. In this state of *makal jati*, humans have reached emptiness and what exists within them is God. This situation is often also referred to as the expression dead *sajroning urip lan urip sajroning mati*. This means that humans who have been united in their lives, and all their desires have died and left behind the attributes of God (Hadiatmadja & Endah, 2010). With this oneness, everything that exists and is empty can be grasped by humans, so that the meaning of the expression *lempoh lumayulakune, bisu tan pêgat angucap, gêt-ugêt nyangga jagat* is in harmony with the meaning of the expression *mati sajroning urip lan urip sajroning mati*. The meaning seems to contain paradoxes in life and is difficult for reason to accept, but with unity everything is possible. Other traditional expressions found in the SSBB are contained in the *pupuh Maskumambang* in line 2 as follows.

(2) *ingkang awas sapolahe dadi puji, tan ana bedanya, pangucap paningalneki, sasolahe dadi sembah.*

Translation:

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(2) who is alert sees that all his actions become prayer (praise), there is no difference, between his words and sight, all his actions become worship.

Based on this quote, the *pangucap paningalneki, sasolahe dadi sembah* means that for someone who has achieved oneness with God, whatever his actions and words will always be aimed at praying and offering praise to God. In the Javanese view, this situation describes a human who performs worship, a state of mind that is completely surrendered to God, or the state of someone who has achieved *makrifat*. Worship is a stage of human oneness with God, where the human soul is combined with the soul of nature so that the form of worship of God prioritizes bodily movements (Kurniawan, 2015). Referring to what Setyawan (2017) said, worship is centered on feeling, which is done by understanding cause and effect, to know the origin and purpose of a situation. People who have reached the level of worship or the state of *makrifat* just want to surrender everything to God. All his thoughts, words, and actions are only aimed at worshiping his God. Other traditional expressions in the SSBB text are found in line 3 *pupuh maskumambang* as follows.

(3) Ingkang awas dendulu ananireki, kunthul iya dhandhang, maido kang tan wruh mangkin, dene tekatira esak.

Translation:

(3) Those who understand their presence, storks and (also) crows, are increasingly distrustful of people who do not see them, because they have (bad) intentions.

The phrase in the text quote is a parable about good and bad which is represented by the symbols of a crane (*kunthul*) and a crow (*dhandhang*). In Javanese society it is more often referred to as *kunthul diunekake dhandhang, dhandhang diunekake kunthul*. This expression is a metaphor containing a comparison that uses two types/species of birds as symbols of good and bad with their colors. The *kunthul* or crane is a white bird as a symbol of goodness, while the *dhandhang* (crow) is a blackbird as a symbol of something bad. This expression means that someone must get used to telling the truth, not to be manipulated. Don't let someone say that good things are bad or vice versa. This interpretation is of course based on the physical characteristics of the two birds (Kurwidaria, et. al., 2019). This expression contains deep meaning for the Javanese people to have perseverance in maintaining the principles of truth.

In other sources, the symbol of the crane is also used to describe a state leading to *moksa* or oneness. This was conveyed in Kakawin Siwaratrikalpa Wirama II.6 (IHDN Denpasar Postgraduate Brahma Widya Masters Study Program Team, 2019), namely, *kuntul mör kumĕdap-kĕdap lĕyĕp adoh muŋgwiŋ tĕŋah niŋ rĕmĕŋ, mukṣāmiśra lawan limut kahidĕpan yāpan tĕlas tan katon* (crane flying is seen faintly twinkling far away infiltrating the clouds, disappearing into the clouds and not being seen again). In the kakawin it is described that the crane as a symbol of goodness merges with the clouds and cannot be seen again, this represents oneness with God. By expressing truth values as they are, Javanese people have contributed to maintaining the harmony that exists in their environment. The next traditional expression is found in line 7 *pupuh Maskumambang* as follow.

(7) ingkang awas pasemon kidang amangsil, wajar awaliyan, kinutuk lor kidul keni, anebut sinebut dhawak.

Translation:

(7) who is alert like a nimble deer, naturally (can) answer, (if) targeted by the north and hit by the south, calling and being called (by) himself.

Based on the text quote, the expression appeared is *pasemon kidang amangsil*. In the SSBB text, it turns out that other animal characters or symbols besides birds appear, namely deer. The deer is a symbol of agility, wisdom, and intelligence (Kirno, 2012). In this expression, it is conveyed that humans must be alert (watchful) like *kidang amangsil*. This means that humans must always be alerted to be able to provide answers to problems. By always being alert, humans will be able to solve all their problems. Humans will also be protected from all the dangers that always threaten their lives. Another traditional expression in the SSBB text appears in line 17 *pupuh Maskumambang* as follows.

(17) raganira wawasen kinarya carmin, sasolahing raga, ciptaning solah ing jati, ananira kenyataan.

Translation:

(17) Look at your body as a mirror, all your behavior is true action, that is the reality that exists.

The expression in the song excerpt is *raganira wawasen kinarya carmin*, meaning humans must look within themselves. This expression is a parable about the way God is discovered by understanding oneself. This is in line

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with another expression, namely *ngilo githoke dhewe*. This means that humans must always be introspective so that they can know that they are full of shortcomings and weaknesses (Sumarsono, 2016). By knowing all of one's shortcomings, by getting to know oneself, humans will understand and know their person better. In this way, humans will better find their situation in the realm of *suwung* to achieve oneness. When a man has looked within himself, then all his actions are true actions. Another expression in the SSBB text is contained in line 21 *pupuh Maskumambang* below.

(21) busanane dene bisa amrayogi, apan sarya pelak, ngagem serban akelambi, nanging tan wruh ing adhestar.

Translation:

(21) His clothes can make him decent; he wants something fast, wears a turban, but doesn't know *dhestar*.

Based on this quote, the expression *ngagem turban kelambi, nanging tan wruh ing adhestar* means that a diverse person should remain himself, finding his authenticity through a long and not instantaneous process. The turban is a typical Middle Eastern head covering. The turban is an Arab honorary garment (Zaki, 2015), while the *dhestar* or *blangkon* is a Javanese men's clothing item (Wahyono, 2009). Even though both are parts of clothing used for head covering, they have differences. The turban is a symbol of piety and wisdom and is therefore commonly used by scholars, while the *dhestar* can be used by the general public. Apart from that, based on the context in the song quotation, the turban is a metaphor for something instant, while the *dhestar* in its use requires a longer time. In this case, *dhestar* is a parable in religion that humans should always be themselves, as *dhestar* characterizes the identity of Javanese society. This means that in carrying out religious teachings, a person must continue to try to recognize himself to be able to reach a state of *suwung* to recognize his God. The process carried out, in this case, is certainly not easy and fast, therefore it is described as *dhestar* which requires a long usage time. Another expression in the SSBB text regarding clothing symbols is contained in line 22 in *Maskumambang pupuh* as follows.

(22) yen tan wruha ing adhêstar kakelambi, sanepane iya, wedhus domba akelambi, yen mati ya mati bangka.

Translation:

(22) If you don't know about *dhestar* clothing, it is like a goat wearing a dress, if it dies, it will die stiffly.

Based on this quote, the expression *wedhus domba* (sheep) *akelambi, yen mati ya mati bangka* is interpreted as someone who does not understand his identity, so whatever clothes (beliefs) he wears (adheres to) will not help that person. Humans who have not reached the level of *makrifat* are not said to have achieved a perfect life. The animal symbol in the text, the sheep is a symbol of humans. In this case, humans who do not understand the authenticity of belief (Islamic religion) are likened to the *wedhus domba akelambi*. A person who has a religion but whose belief only lies on the outside, then he does not yet know about himself and God. These people are not yet included in the class of *makrifat* people. According to Simuh's view, *makrifat* is a process of appreciation or spiritual experience. The most important instrument for achieving *makrifat* is the heart (Saddhono, 2013). The level of *makrifat* in Islamic teachings is the highest level that humans can do to get closer to God (Isnaini, 2018). Sufi people who have reached the level of *makrifat* will be one with their God.

5. Conclusion

Sêrat Suluk Bango Buthak (SSBB) is a literary work that contains teachings about achieving harmony in life. SSBB as a Javanese manuscript is classified as an interesting and unique work. The contents of the manuscript are Islamic teachings combined with indigenous Javanese knowledge which leads to the harmonization of human life. This harmonious life can be used by Javanese people to achieve *kasampurnaning dumadi*. The teachings in SSBB are conveyed with various distinctive symbols by collaborating philosophy, existentialism, cosmology, and ornithology. This can be seen in philosophy, extensional, as well as cosmology and ornithology which combine in a *suluk* text. The manifestations of cosmos harmony in *suluk* use symbolism (the bald crane), the *cublak-cublak suweng* song, and traditional Javanese expressions.

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THE INFLUENCE OF TEACHER LEADERSHIP STYLE, CULTURE, ACADEMIC, PERCEPTION, AND MOTIVATION ON THE SUCCESS OF TEACHERS IN TEACHING INDONESIAN LANGUAGE AND LITERATURE

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Abstract

This study aims to examine the influence of teacher leadership style, academic culture, perception, and motivation on the success of teachers in teaching Indonesian language and literature. The influence of teacher leadership style and academic culture on the success of teachers in teaching Indonesian language and literature is tested by introducing the intervening variables of perception and motivation. Testing the influence of teacher leadership style and academic culture on the success of teachers in teaching Indonesian language and literature, which is tested with motivation and perception as intervening variables, is conducted through path analysis, considering both direct and indirect effects.

The research was conducted with high school teachers in Yogyakarta City, with data obtained from questionnaire responses distributed to the teachers. The research instrument used was a closed questionnaire, whose validity was measured through content validity with expert judgment, provided by Dr. Dra. Raden Rosnawati, M.Sc. The instrument's reliability was tested using Cronbach's Alpha, and all instruments were considered reliable as Cronbach's Alpha>0.70. The normality test results showed that the residual variable was normally distributed, with a probability value of >0.05. The population of this research consisted of 52 high school teachers in Yogyakarta City, and all 52 teachers were included in the study as it represents the entire population.

In summary, the results of the hypothesis testing can be presented as follows. First, leadership style and academic culture have a positive and significant influence on motivation. Second, leadership style and academic culture have a positive and significant influence on the success of teaching Indonesian language and literature. Third, leadership style, academic culture, and motivation have a positive and significant influence on the success of teaching Indonesian language and literature. Fourth, leadership style and academic culture do not have a positive and significant influence on perception. Fifth, perception has a positive and significant influence on the success of teaching.

Keywords: leadership style, academic culture, motivation, perception, and teacher success

1. Introduction

Education is crucial in supporting the development and progress of a nation. In this context, teachers, as the frontline of education, play a strategic role in achieving learning objectives. It is not an exaggeration to say that the advancement of a nation depends on the quality of its teachers. Teachers must be able to guide and facilitate each student to succeed in their education. This success will create a qualified human resource, which is essential for the progress of a nation.

It needs to be realized that students' success in learning is not solely influenced by the academic abilities of teachers but is also affected by other factors. In a study by Leithwood et al. (2004), it was stated that students' success in learning is also influenced by leadership style, school environment, and other external factors. This statement is supported by research conducted by Astuti et al. (2020), which found that leadership style significantly influences the success of teachers in teaching. The better the teacher's leadership style in the classroom, the more it correlates with success in delivering lessons. Leadership style is a specific technique needed to influence, motivate, guide, and mobilize others (Rosaliawati et al., 2020). The essence of leadership in the classroom is the ability to influence and motivate students to achieve learning goals in the class (Muhammad,
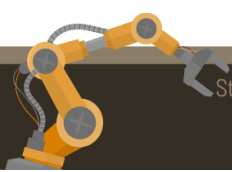
2017). The leadership style of a teacher becomes crucial because teachers deal with many individuals from diverse backgrounds.

In the teaching of the Indonesian language, teacher leadership and a conducive academic culture are crucial for the success of students. Teacher leadership in teaching is essential and can influence the effectiveness of the learning process and students' learning outcomes. Therefore, leaders in the educational context need to understand various appropriate leadership styles and be able to apply effective leadership styles to create a conducive learning environment and improve the quality of student learning outcomes. Hayati's study (2017) shows that effective leadership in the teaching context can help improve the quality of the relationship between teachers and students. This study also indicates that a democratic leadership style can enhance students' motivation and engagement in the learning process.

Academic culture also plays a very important role in learning. Widayani (2015:4) defines academic culture as a way of life of the scholarly community that consists of diverse backgrounds and cultures, yet shares common views on the values of scientific truth and objectivity. Academic culture is crucial in creating a conducive learning atmosphere and improving the quality of education. Djamarah (2015) emphasizes the importance of academic culture to enhance the quality of learning. By creating a good academic culture, students will be more encouraged to learn actively, critically, and innovatively, thus producing high-quality works.

In addition to teacher leadership and academic culture, teachers' perceptions also influence learning success. Teachers' views on students' abilities, motivation, and potential can impact classroom interactions, teaching methods, and student academic outcomes. Positive perceptions from teachers can enhance students' motivation and learning achievement. Aldosari's research (2022) indicates that teachers' attitudes and perceptions play a crucial role in learning. Tan & Caleon's study (2022) also states that there is a relationship between teachers' perspectives on students and students' academic achievement. Therefore, perceptions become a key factor in creating a learning environment that supports and motivates students toward academic success. Besides, motivation is an essential component that can support success in learning. Teachers with high motivation will be enthusiastic in preparing and delivering lessons, thereby increasing the potential for success.

Recognizing that the success of teachers in conducting learning activities is influenced by many factors, the research titled "The Influence of Teacher Leadership, Academic Culture, Perception, and Motivation on the Success of Teachers in Teaching Indonesian Language and Literature" is important to be examined more deeply. This aims to reveal the factors that influence the success of teachers in Indonesian language learning activities. Through this research, it is also expected to provide valuable input for the development of the curriculum or teaching strategies for the Indonesian language.

2. Method

This study is an Ex Post Facto research that aims to examine the influence of teacher leadership style, academic culture, motivation, and teacher perception on the success of teachers in teaching Indonesian language and literature. This research adopts a quantitative approach, meaning that all information or data is expressed in numbers and analyzed based on statistical analysis.

The population of this study is high school teachers in the city of Yogyakarta, totaling 52 teachers. The sample of 52 teachers becomes the population sample or census sample because all populations are selected as samples.

The research was conducted on high school teachers in the city of Yogyakarta. The data collection technique used is the questionnaire technique. The instrument is a questionnaire using a Likert scale. This questionnaire was distributed to Indonesian language teachers in public high schools in the city of Yogyakarta who are members of the Indonesian Language Teachers Association (MGMP Bahasa Indonesia SMA) in Yogyakarta. The research instrument used a closed questionnaire, and its validity was measured using content validity through expert judgment. To test the instrument's reliability, the split-half method was used and tested first on 30 high school teachers in Sleman Regency.

Testing the influence of teacher leadership style and academic culture on the success of teachers in teaching Indonesian language and literature, tested with motivation and perception as mediating variables, is conducted through inferential statistical analysis of the path analysis model. The path models used are the correlation path model, the mediation path model, and the direct independent path model. The first model is the correlation path marked by the correlation model between variables with independent variables and regression models between independent variables and dependent variables. The second model is the path model marked by an indirect relationship from the independent variable to the dependent variable. For example, X1 is directly related to Y and indirectly related to Y through X2. The third model is the direct independent path model marked by a direct relationship from the independent variable to the dependent variable (there is no correlation or influence between

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the independent variables). This relationship is a regression model between several independent variables X and the dependent variable Y. It is also added that among several independent variables, they are mutually independent and not correlated.

3. Results and Discussion

Leadership style and academic culture have a positive and significant effect on motivation

The hypothesis test results in equation 1 indicate that the variables of leadership style (X1) and academic culture (X2) have significance (0.013 and 0.032), indicating that hypothesis 1 is accepted. The coefficient (adjusted R Square) for leadership style, academic culture, and motivation is 0.316, which, when squared, results in a positive influence of 10.48% on teachers' motivation in teaching Indonesian language and literature. It can be concluded that Hypothesis I, which states that the leadership style of teachers and academic culture has a positive and significant effect on teachers' motivation in teaching Indonesian language and literature, is accepted.

Leadership style and academic culture have a positive and significant impact on learning success.

The hypothesis test results in equation 2 show that the variables of leadership style (X1) and academic culture (X2) have significances of 0.001 and 0.027, respectively. This means that Hypothesis II is accepted. The coefficient (adjusted R Square) for leadership style and academic culture is 0.421, which, when squared, has a positive and significant influence of 17.72% on learning success. It can be concluded that Hypothesis II, which states that the leadership style of teachers and academic culture has a positive and significant impact on the success of Indonesian language learning, is accepted.

Leadership style, academic culture, and motivation have a positive and significant impact on learning success

The hypothesis test results in equation 3 show that the variables of leadership style (X1), academic culture (X2), and motivation (X3) have significances of 0.000, 0.002, and 0.003, respectively. This means that Hypothesis III is accepted. The coefficient (adjusted R Square) for leadership style and academic culture is 0.508, which, when squared, has a positive influence of 26% on learning success. It can be concluded that Hypothesis III, which states that the leadership style of teachers, academic culture, and motivation have a positive and significant impact on the success of Indonesian language and literature learning, is accepted.

Leadership style and academic culture have a positive and significant impact on perception.

The hypothesis test results in equation 4 show that the variables of leadership style (X1) and academic culture (X2) have significances of 0.225 and 0.253, respectively. This means that Hypothesis IV is rejected. The coefficient (adjusted R Square) for leadership style and academic culture is 0.079, which, when squared, has a positive influence of 0.6% on perception. It can be concluded that Hypothesis IV, which states that the leadership style of teachers and academic culture has a positive impact on perception, is rejected.

Leadership style, academic culture, and motivation have a positive and significant impact on the success of language and literature teaching.

The hypothesis testing results in equation 5 indicate that the variables of leadership style (X1), academic culture (X2), and perception (X4) have significances of 0.000, 0.011, and 0.046, respectively. This means that Hypothesis VI is accepted. The coefficient (adjusted R Square) for leadership style, academic culture, and perception is 0.456, which, when squared, has a positive influence of 21% on the success of language and literature teaching. It can be concluded that Hypothesis VI, which states that the leadership style of teachers, academic culture, and perception have a positive and significant impact on the success of language and literature teaching, is accepted.

In summary, the study's focus was on the six research findings. Based on theory and research results, leadership style significantly influences the success of teaching (Handayani & Rasyid, 2015), (Rosaliawati et al., 2020), (Muhammad, 2017). The issues in achieving learning outcomes that place teachers as learning facilitators indicate that the teacher's position will determine the success of learning. Professional teachers are reflected in their leadership style. This style will make the learning atmosphere more interesting, interactive, and encourage

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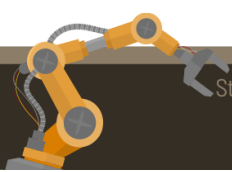
creative and critical thinking. As referenced in the theory, leadership style is a specific technique needed to influence, encourage, direct, and move others (Rosaliawati et al., 2020). Classroom leadership is the ability to influence and motivate students to achieve learning goals in the classroom (Muhammad, 2017). This process is constelled with the highly diverse individual conditions in the classroom, including character, background, culture, language, experience, and habits. The teacher's leadership style will be the conductor to create an effective learning process. In other words, the teacher's leadership style in the learning process implies that the teacher functions multifunctionally, serving as a knowledge transmitter, facilitator, and leader of a group in the learning process to achieve predetermined goals.

Another variable seen to affect the success of language and literature teaching in Indonesia is academic culture. Conceptually, academic culture is a way of life for the scientific community consisting of various backgrounds and cultures but sharing views on scientific truth values and objectivity. It involves continuous activities in three aspects: developing new knowledge, continuously seeking the truth, and preserving the knowledge from various types of forgery (Widayani, 2015:4), Minhaji (2013: 8). Thus, academic culture is a way of life, an ongoing effort, a climate of willingness to seek, respect, preserve, and disseminate all knowledge and good habits to the educational community and the public. Therefore, academic culture must be maintained and improved so that schools can fulfill their function as educational institutions that can create and disseminate knowledge objectively and reliably. In the educational context, academic culture plays a significant role in improving students' academic achievements (Patonah, 2016) and Daily, et al., (2019). Both researchers show results that can reinforce the second hypothesis in this study, namely the positive relationship between academic culture and the success of learning. In other words, school academic climate correlates with students' academic achievements. Accurate identification of the key aspects of school climate or academic culture based on class level can provide better recommendations for promoting school well-being and student performance. In other words, this study shows that a good understanding of the school climate at various class levels can help improve student performance and overall school well-being. Thus, the success of language and literature teaching in Indonesia is strongly influenced by the academic culture of teachers.

Theoretically and empirically, teacher motivation plays a positive role in the success of language and literature teaching. The motivation possessed by teachers is crucial for the success of learning because a well-motivated teacher will be able to have a positive influence on students, making it easier for them to absorb the information conveyed by the teacher. Motivation can be considered a crucial driving force in the effort to achieve goals, influencing the intensity, direction, and perseverance of an individual in achieving a specific goal or target (Robbins, 2002). Motivation plays a very important role in determining how strong and focused an individual is in achieving that goal (Ryan & Deci, 2017). In the context of leadership style, motivation plays a crucial role in directing the actions and behaviors of teachers and indirectly affects the achievement of the desired outcomes.

Research by Pratomo & Kuswati (2022) shows a positive relationship between teacher motivation and student achievement in Islamic high schools. Teachers with higher motivation tend to have students who achieve better grades. This study also shows that teacher motivation has a greater impact on student achievement than teachers' teaching experience. This research indicates that teacher motivation is an important factor contributing to student achievement in Islamic high schools. Mchunu & Mchunu's study (2020) shows a significant positive relationship between teacher motivation and students' academic performance. The study also reveals that more motivated teachers have a more positive impact on students' academic performance compared to less motivated teachers. This demonstrates the importance of teacher motivation in creating a conducive learning environment for students.

In general, perception is considered to play a significant role in the success of teachers in conducting learning activities. Teachers with a positive perception tend to be more motivated in preparing and conducting learning activities, thereby increasing the potential for success in delivering learning materials (Richter et al., 2021), Sibomana et al., (2021). Perception refers to an individual's process of organizing and interpreting their sensory impressions to give meaning to their environment (Robbins & Judge, 2014). Perception is a process that involves recognition, interpretation, and interpretation of stimuli influenced by individual, situational, and psychological factors and can affect individual behavior in social interactions or decision-making (Goldstein, 2022; Schacter et al., 2011).

In summary, the results of the hypothesis testing can be presented as follows. First, leadership style and academic culture have a positive and significant impact on motivation. Second, leadership style and academic culture have a positive and significant impact on the success of language and literature teaching. Third, leadership style, academic culture, and motivation have a positive and significant impact on the success of language and literature teaching. Fourth, leadership style and academic culture do not have a positive and significant impact on perception. Fifth, perception has a positive and significant impact on the success of teaching.

4. Conclusion

Several conclusions can be drawn from the discussion results as follows:

Teacher Leadership Style: The leadership style of teachers in the learning process implies that teachers function multifunctionally, serving as knowledge transmitters, facilitators, and leaders of a group in the learning process to achieve predetermined goals. A better leadership style chosen by teachers leads to higher motivation in promoting the success of language and literature teaching in Indonesia.

Leadership Style and Teacher Motivation: The leadership style and motivation of teachers in the learning process imply that teachers function multifunctionally, serving as knowledge transmitters, facilitators, and leaders of a group in the learning process to achieve predetermined goals, namely the success of language teaching in Indonesia. A better leadership style chosen by teachers and their motivation leads to higher success in language and literature teaching.

Leadership Style, Academic Culture, and Motivation: Leadership style, academic culture, and motivation have a positive and significant impact on the success of language and literature teaching. A good understanding by teachers of leadership style, academic culture, or school climate, and motivation helps improve student performance and overall school well-being. Therefore, the success of language and literature teaching is strongly influenced by the leadership style, academic culture, and motivation of teachers.

Perception as a Moderating Variable: Perception does not play a role as a moderating variable in the relationship between leadership style and academic culture towards the success of language and literature teaching. Teachers with positive perceptions are more motivated in preparing and conducting learning activities, but this does not potentially enhance success in delivering learning materials. The tendency to reject the working hypothesis indicates a new finding as there is no previous research focused on this aspect.

Direct Impact of Perception: Although perception does not statistically act as a moderating variable, it directly has a positive and significant impact on the success of language and literature teaching.

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EFFECTIVE LEARNING STRATEGY OF HISTORY FOR HIGHSCHOOL DURING PANDEMIC: AN EFFORT TO ACCELERATE TRANSFORMATION INTO DIGITAL EDUCATION

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Abstract

The change in Indonesia's education system during the past several years has affected the way education was delivered. The outbreak of Covid-19 virus that was causing the pandemic also shifting the education system. Digital transformation of education has currently been carried out in Indonesia, but there are still some flaws and obstacles. The Covid-19 outbreak becoming a starting point to accelerate the transformation into digital education system. History is one of the subjects that were trying to shift themselves into digital education. There are several learning strategies as part of the means to accelerate the transformation of history subject into digital education, namely through the learning method, model, and approach. The learning model and method that were used are (1) problem-based learning, (2) project-based learning, and (3) discovery learning. As for the teaching approach, the teacher-centered will be transformed into student-centered. These change in learning strategy is expected to be able to transform the learning system in high school into digital education.

Keywords: learning strategy, history subject, transformation into digital education, pandemic, high school.

1. Introduction

Present day society were becoming so acquainted with the influence of science and technology. People were living in a world where science and technology has shaped every aspect of their lives, noticed or not. The development of science and technology affects their everyday life and will bring a huge impact in the long run. Many jobs that were originally done by human now being replaced by machines and computers, communication becomes more convenient throughout the world, and much more. All the development has created an era called globalization (Oktari & Dewi, 2017:95).

Globalization has brought numbers of positive impact to people, to deliver science and technology in various sectors including education (Suryana & Dewi, 2021: 599). The science and technology development in Indonesia had provided a significant contribution to the education practice. Before, the learning activities in school were mainly carried out using non-digital means. But in recent years especially during and after the pandemic, the education system had started to integrate the usage of digital tools in its practice.

The Covid-19 pandemic outbreak was at a worldwide scale, thus including Indonesia. The pandemic affected many sectors, including education. In could be said that the pandemic has brought positive and negative effect to the education in Indonesia. On the negative side, the outbreak was causing a great disturbance to the society, including all people who were part of the education sector and its practice. But on the other side, the pandemic could also be seen as an opportunity. One of the positive outcomes of the pandemic is that all systems and methods were changed into online and digital based. Before pandemic, the system was dominated by conventional means and less digital. Everything then forced to adapt to technology and start transforming. This also line up with Indonesia's attempt to achieve the industrial revolution 4.0 where all aspects of life are integrated with technology.

The development in education sector especially in accordance with the dinamic aspect of technology has to be observed carefully with the fact that the society is rapidly changing and thus can be either good and bad. The shift in method, infrastructure, and practice of education from conventional to modern was apparent (Ngongo et al., 2019) that studying does not have to be inside of a classroom anymore (Shahroom dan Hussin, 2018). The educational stakeholders have to understand what a digital literacy is, a knowledge and skill to acquaire, understand, and utilizing the informations that comes from any sources in digital format (Gilster, 1997).

Even though technology can help during Covid-19, it is an evaluation for the world of education. Technology has a negative impact on its users in learning. Teachers experience psychological and physical exhaustion. Some students also do not agree to use technology because it is difficult to understand the case studies and learning topics (Al-Ali, 2023). This is because, in Indonesia by the low level of digital literacy from the high school level to university students in the first and second levels (Kumalasari et al., 2022).
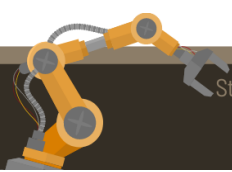
Indonesia should be ready to tackle the new challenge in education with all models that have to be prepared. Considering the paradigm transformation of older education to the later, which the pace is quite slow. The digitalization of things become more widespread after the pandemic, but digitalization itself cannot stand on its own without preparing the updated strategy for the new learning environment. Therefore, a thorough planning for the learning strategy is mandatory to achieve the transformation into digital education.

History is one of the subjects that were taught at high schools. During the Covid-19 pandemic, teachers tried to implement various means and strategies to create a more interesting study session that also lines up with the goals of transforming into digital education. The purpose of this article is to provide explanation regarding the effective strategy for history class during the Covid-19 pandemic, and its correlation with achieving the transformation into digital education.

2.   Methods

This research is using qualitative research method. According to Sugiyono (2015:7-9), qualitative method is commonly used in a natural object environment and the researcher's position is also a key instrument in the research. In qualitative research, triangulation technique is used to collect data, then the data analysis using qualitative or inductive means, and more focused on essential value rather than generalization. Creswell in Raco (2010: 7), stated that qualitative research is an approach to explore and understand a particular, central issue. During the process of analyzing and understanding the matter, the researcher needs to analyze the acquired data which then formed into a descriptive text. The researcher then further interpret the text to find a more focused scope and combining it with findings from previous researches.

The most plausible method for this research during this period is literary study and library research. Library research is a form of research that mainly done by using data or papers related to the specified subject, which mainly consisting of relevant written sources and then being thoroughly interpreted to find answers for the matter that was discussed in the research. The researcher also responsible to make sure the sources are valid and credible. On the other hand, narrative approach is one of the qualitative research where the researcher targets one or more respondents to collect data regarding their experiences. Focusing more on the research objects, the narrative approach will be used to learn more about the effective strategy for history class during the Covid-19 pandemic as a mean to transform into digital education.

3.   Results And Discussion

The change in Indonesia's education system during these past years has affected how the learning process was carried out. Because of the pandemic, the government had to implement various policies about health safety precautions like physical distancing, hygiene, and such. The precaution then excalated by issuing the online learning policy, in which the students and the teachers are not meeting in a room, but instead through online connection while staying at home (Efendi, 2020). The conventional class then turned into virtual sessions using various online platforms such as Zoom Meetings, Google Classroom, Google Meet, and more.

During late 2021 until early 2022, Indonesia's government has implemented new learning system called limited face to face learning, in which the study session was done with limitations such as the lowering the number of students present and the limit the duration of each classes according to the latest policy (Kemendikbudristek, 2022). The policy was made in consideration of the fluctuations and unpredictability of cases during the pandemic. Education is not only about transferring knowledge but more than that, it is also transfer of value. The pandemic of Covid-19 becoming a vantage point for education in Indonesia to transform itself into the digital era.

Digital transformation is a radical process that drastically change an organization of people using human resources and technology. As mentioned before, digital transformation can be referred as a process that utilize virtual technologies, mobile devices, and cloud services that were integrated with other platforms (Loonam et al., 2018). Digital transformation also means that people will change the way they were doing their work using information technologies to achieve efficiency and effectivity (Danuri, 2019). Therefore, we can define that digital transformation is a change from analog into digital.

Transformation into Digital Education

Digital transformation could be achieved through several steps. The steps including digitation, digitalization, and digital transformation. Digitation is a process that change analog data into digital archive. Digitalization is process that changes how a business run, from conventional methods of marketing into digital ones by utilizing the internet and cloud services. While digital transformation is the final process where business or institution had fully integrated themselves with information technologies, able to create new opportunity and developing new values.

This idea lines up perfectly with Indonesia's effort to welcome the industry revolution 4.0, where all aspects of life are integrated with technology. Various sectors especially industry, commerce, tourism, and education in particular have to be able to adapt and acommodate the ever updated technologies to grow or expand their development or just to strive in the industry revolution 4.0 and its desruptive environment. The education sector has ongoing measures to achieve the change, but the overall progress still not meeting the desired result. Before the pandemic there are only handful of institution that were able to integrate the technology into their system, while the other majority were still struggling to strive and even some of them were unable to proceed at all.

The slow progress of transforming into digital environment has its own reason. Various institutions were reporting their struggle in transforming into digital environment. After covid-19, technology was growing faster (Yang et al., 2022). The common problems that were reported are regarding the uneven infrastructures throughout the huge territory of Indonesia, limited funds to build necessary infrastructures, limited human resources, mental block, and more. Especially infrastructure technology facilities which play a crucial part. Without proper internet connection, the supporting devices such as servers, laptops/computers, handphones, peripheral devices, system database for education and management will not be able to function properly also. Thus, the limitations would likely to hinder the process of transformation itself.

Human resources also contribute to the rate of development, where the main problem is that the ability to utilize modern technology is quite low. The issue is not about the technical ability itself, but more about the conventional habit combined with mental block. People who think that they were an outdated generation, have no motivation to learn new technology, easy to give up, and tends to doing things in manual way become such obstacles that hinder the development into digital era. This phenomenon can be found in various places, and faced by multiple education institution ranging from elementary to higher education.

Education sector has affected by the pandemic. On March 2020, it was reported that 800 million of children around the world are participated in online learning (Arika, 2020). The purpose of this strategy is to limit the physical contact between students to avoid spreading the virus. The Minister of Education aimed that the students would have a slight diffferent experience in learning. The online learning provide some advantages such as does not require a conventional classroom (Shukla, Dosaya, Nirban, & Vavilala, 2020; Silalahi et al., 2022), and mostly dependent on internet connection, which pretty much can be found anywhere (Hastini, Fahmi, & Lukito, 2020).

The General Director of Higher Education, Prof. Ir. Nizam, M.Sc., DIC, Ph.D stated that:

"The Covid-19 pandemic has becoming a stepping stone that leads us to the acceleration of our desired digital education. The digital technologies has existed for a long time now, the Ministry has taking steps since 2000 to achieve the transformation into digital education. And it should be mentioned that digital education does not exist to solely replace the face to face education, but rather complement and strengthen the other" (Suteki, 2020)

The Covid-19 outbreak has accelerate the transformation into digital education. With the learning process that has to be carried out remotely, technology has becoming an important element to answer the technical issues. The transformation program that was carried out by the Ministry of Education has progressed at a slower pace because the lack of awareness about the capabilities of modern technology to be integrated into the curriculum. The existence of digital education can be a great addition for face to face learning. Moreover, with the increasing in young generation who were born and raised in the digital era, digital literation becoming mandatory for those who were attending a higher education level. Indonesia possess the potential to raise talents in technology.

Issues regarding shift of orientation becoming challenge that needs to be addressed to be able to create a generation who are ready to face the disruption era. Looking back at McKinsey's research in 2016, the impact of industry revolution 4.0 in five years from now is that there will be 52.6 million jobs that would be perished or at least encountering a slight change. Indonesia will also be facing this issue, considering the high density of its population and therefore has to be ready to provide a decent output of its education. Along with that, educational institutions have to prepare various strategies for its learning process to achieve the transformation into digital education.

An Effective Strategy for History Learning during Covid Pandemic as an Attempt to Transform into Digital Education

Education is a determinant factor that can be considered as one of the indicators that define the development of a nation. Meanwhile, the development itself can be seen from how a group of society can receive, utilize, and reflect on how they used a latest technology to maintain their existence. As a consequence to adapt with the current era, various school curriculum were competing about how they can manage to create graduates that excel in technology. But on the other hand, some of them did not consider the fact that along with intelligence, there should also be ethics. Again, it should be underlined that the central role of education is not only about the transfer of

culture and knowledge, but also ethics, manners and various teachings and values about society. These were the things that make history is important to impart the knowledge and cultivate the values about the development process of a society as a means to reflect the past and planning for future.

The change in education is important because the world itself always going to change itself. In present day, the change was caused by the rapid development of information technology. Thus, we should adapt to change (Kemendikbudristek, 2022). Naturally, the education sector would also encountered a change, whether it's the method or teaching contents. According to Wagner (2010), students should be able to master the skills for survival which further explained into seven forms of skill: (1) critical thinking, problem solving, and leadership, (2) agility, (3) enterpreneurship, (4) initiative and able to adapt, (5) infomation analysis, (6) imagination, and (7) communication skills.

The ideal goal of history learning is continuity which the scope is about the development of a nation from the past, present, and into the future. Through history, students were trained to analyze and absorb the inspiration or learn about the moral value of the historical stories, especially where tragedy is taking place whether its in local, national, or international. Moreover, students have to be excel in critical thinking to be able to analyze the historical events and come up with conclusions. If all of the information is received without verification, there would be no historical awareness. This also stated to build a nation, the purpose of history is not only to provide historical knowledge by compiling the historical facts to form a whole story, but also cultivating the historical awareness. Its general purpose is to form a rational thinking, critical, empiric, and humanist. Further, according to Ismaun (2005), as cited by Dewa Made Alit, to understand the essence of history, we should learn about history that contains valuable experiences to give more value and wisdom for its enthusiasts. History teach humans to be able to choose strategic decision by avoiding past mistakes (Alit, 2020)
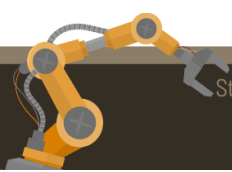
The formulation of ideal goals for history learning is a bit mismatched, however. According to Widja (2018), there is some kind of slight confusion that was faced by history subject lately. On one side, the strategic role of history as a cultural transmission medium has been acknowledged, to cultivate the national identity and source of values that may act as a social control to ensure the stability and integration of the nation. On the other side, the condition for learning history tends to degrade overtime. This was backed by the collective construction that considering history as a marginal subject and deemed less important because it focused only on past events without practical implementation that relevant with the current period. History sessions which focusing on lengthy texts and complex dates that should be remembered, but the wisdom and inspiration often goes implicit and unnoticed. Therefore, there are opinions that said history is not a practical knowledge that should be mastered in this century.

This issue cannot be overseen and should be solved immediately. History as a subject has to be reformed to answer new challenges in front of the nation years to come. By identifying various problems of history learning, some adjustments could be done or as (Supriatna, 2019:77) stated, an effort to "reconstruct the history subject." History should contain information and facts that encourage the students to develop their critical thinking, creativity, and imagination to be able to solved presented problems. To maintain the existence of history as a subject, the adjustments had to be integrated with various skills and competencies suitable for the current era, which then the government carried out the revision of 2013 curriculum that contains the new standard for education in multiple levels.

According to the US-based Partnership for 21st Century Skills (P21), competencies that are required for 21st century are communication, collaboration, critical thinking, and creativity. The Assessment and Teaching of 21st Century Skills (ATC21S) classified the skills that need to be mastered in the 21st century, such as way of thinking, way of working, tools for working dan skills for living in the world. Way of thinking consisted of how to get creative, finding innovation, critical thinking, problem solving, and decision making. Way of working consisted of how to work as a team, to cooperate and to collaborate, filling the role of the world's citizen and to be responsible. As for skills for living in the world, it consisted of information literacy, information technology skills, communication and capability to work through social digital. This is an important element in facing the 4.0 industrial revolution era leading to the 5.0 industrial revolution (Sá & Serpa, 2022)

One the reasons why the ideal goal of history is unable to achieve is that the learning strategy was mostly dependent on the teacher. The knowledge transfer often times becoming teacher-centered, while the students were likely be treated as an object and indicator of learning progress. While actually, history subject provides many opportunities for students to discuss, sharing their experiences, opinions, and critical thinking regarding the ongoing topic. Therefore, the teaching strategy of history has to reshaped into digital form with models that can develop skills like critical thinking and problem solving, creativity, teamwork and collaboration, leadership, and communication. To achieve that, teachers should be able to implement suitable models, approach, and methods (Susanto, 2014).

The orientation of learning during an education has to be changed from theory-based to project-based in accordance with developing the critical thinking and creativity of the students. According to a research, a project-

based learning provides an advantage for the students to learn about particular topic in a more factual way compared to the traditional method. While Trilling dan Fadel (2009) stated that after learning using the model for a long time, a significantly different result was shown compared to learning using traditional method.

There are several models that can be used as strategy for history learning, the first one is observing and constructing the history learning through problem based learning which can be done by providing complex and real problem to the students so that they can work out on finding the solution. History learning will be no more focusing on boring routine of memorizing things, but more in depth and covering a wide variant of topics, from big figures to local history. More than that, the reflection of historical events will not only be in cognitive aspect but also in affective aspect through implementation of wisdom and moral values.

Aside from problem based learning, a different model called project based learning can be used in history class to achieve the digital education. Project based learning is a learning model that was based on a real project, guided by an inquiry question so that the students can impart their experience or knowledge. This model could be used to study local history using historical method. Project based learning can be started by choosing the topic that would be processed into independent research. This model was once done by Gardner (2006) who created a 3-minutes presentation as part of a living museum which explains about Greek civilization. Meanwhile, the teachers prepared their extensive conference notes to provide guidance and keeping the students on the learning track.

According to the research, Dewey (1938) believes that the model will be able to create a continuous and high-quality experience. Moreover, project based learning could also be integrated with current technology. History learning will be directed to use various apps to find journals and credible sources online instead of manually searching and writing the information. It then compiled, interpreted, and presented to students/colleagues as an audience in forms of podcast, video, story, photo, comic, and such. The interpretation and presentation is what makes the transformation into digital education.

The third model is discovery learning. Learning by doing a research project and finding something has becoming more and more relevant way of teaching in the current era. In this matter, stated that discovery learning can develop students' knowledge through series of experiments to achieve the result. As the same as previous models, the role of the teacher is to act as a guide while the students are handling most of the learning progress. Meanwhile, inquiry learning focused on scientific discussion process, it could also be said that inquiry is a learning activity that runs on variation between observation, defining, asking, critically evaluating the sources, even conducting an investigation using specified tools to acquaire data. The data then being analyzed, interpreted, and presented.

When learning about history, the two later models are relevant with how the history research is conducted according to which started from choosing the topic, heuristic, verification, interpretation, and historiography. The models improve the students' ability to analyze using their literary skill by conducting cross checking to get a valid information. The orientation of the models have the advantage of improving the required skills for 21st century in which students are actively contributing in observation, data gathering and analysis, problem solving, and collaboration as a team. If history able to implement the models, it should be able to maintain its existence and stay relevant with the current era.

Learning approach in history is as important as learning models to achieve transformation into digital education. In 21st century, learning approach is essential. Before, the traditional teacher-centered learning method has been practiced for quite some time when the teacher only verbally explain about a subject and the students are there only to listen. In this matter, stated that if this condition continues, there will be a possibility that instead of improving students' capability to critically thinking, understanding, and reflecting on a historical event/value, they will be just bored (Sukardi, 2015). According to this fact, it would be logical to assume that history is no longer suitable for modern time. Therefore, the approach in learning history should be shifted to student-centered.

After the learning process has becoming student-centered, the next step is to build a collective consiousness by encouraging students to observe contextual events around them. This approach integrating various characteristic of modern education that also defined as scientific. Scientific approach is the core of modern methods and models that were used in a a learning process as stated by (Kuntowijoyo, 2013: 69-82), where the topic is chosen by observing the condition of the students, the heuristic process is done by asking an expert and gathering relevant information, verifying the data and interpreting them by associating, and historiography by presenting their work to the other students.

The learning materials is an important part in preparing the learning strategy for history. After the pandemic, conventional sources and materials have to be transformed into a modern, web-based format. Digital sources were becoming a common practice to use such as e-book, e-archive, e-journal, and other internet sources while also considering their validity. The purpose is to familiarize the usage of technology while studying about history, also
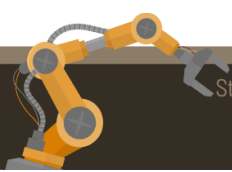
training the students to be more capable in sorting and validating the authenticity of a digital source (Saputra dan Sariyatun 2019). This is an important phase of transforming into digital education.

A learning approach that demands a change of paradigm about how the history goes in Indonesia is needed to tackle the challenge of 21st century. Therefore, the topic of history should no longer be recounting the past event by memorizing the whole chronology, but more focusing on cultivating the values of a figure or historical event that may develop a national awareness. The expansion of learning material does not mean more texts to be read and memorize, but to encourage the students as an individual or as a group to learn from past events and take the values. In this matter, history always related to period, transformation, and continuity. Going by these historical competencies, a change in the past will provide a guide for critical thinking and to positively respond the changes in the current era as well as to plan for the future.

The shift in learning method is probably still being carried out after the pandemic as a medium that relevant with the change in the era. The digitalization process will be progressing in the long run because of the easiness and convenience that it was providing. New skills will emerge to replace the older, outdated skills. If the teachers and education stakeholders does not follow this new trend, they will likely be unable to actively contribute in many fields of work. The vision is quite clear, to prepare human resources for the upcoming era. Along with the progression of an era, a transformation is needed to change the standard of education in modern industrial era, and the mindset of people in education sectors. It is believed that the teacher should come out of their comfort zone to explore more opprtunities and potencies using available technology. Schools demand their students to be more capable and improving their quality, to be graduates that possess great value and high skilled, critical, innovative, and yearns to learn more.

4. Conclusion

Covid-19 pandemic has brought various changes in every aspects and sectors. One of them is the education sector. The transformation into digital environment was more rapid because of the pandemic. Fortunately, it also acts as a stepping stone to accelerate the transformation especially in education sector. The transformation goes beyond concept and was actually put into the learning models and curriculum. It changes the traditional teaching method and elevate that into more modern approach, from analog to digital. The transformation can be started from the teachers first, who then will transfer the knowledge to their students. A change in orientation can be found in new way of thinking such as using technology during the class, learn to work as a team, collaboration, communication, practicing creativity and innovation, and learning topics that has relevant connection with real life.

History is one of the subject that strives to change its learning strategy. It has to be matching the trend for current era to be able to transform into digital education. The learning process that formerly focusing on memorizing events and dates, and explained mostly by verbal means, has to be changed and actively encourage students to observe latest issues, criticise and associate them with past or present events, and using them to plan for the future. To achieve that, the students should excel in not only cognitive aspect, but also capable to expand various skills that relevant with the development of this era such as communication, critical thinking, collaboration serta creativity. These skills can be integrated itno history by internalize them through the learning material and learning strategy. There are several strategies for history as means to accelerate the transformation into digital education, such as learning method, model, and approach. The learning method and model that were used are (1) problem based learning; (2) project based learning; (3) discovery learning. As for the approach, the teacher-centered learning will be replaced by student-centered learning. This strategy that was carried out through the implementation of learning model, method, and approach is expected to achieve the transformation into digital education in high school.

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PTK AND PUBLICATIONS FOR TEACHERS

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Abstract

PPM activities consist of preparation, implementation, monitoring and evaluation stages. The PPM preparation stage includes selecting material and compiling relevant modules, as well as involving various parties such as social studies lecturers and students. This helps in compiling comprehensive and relevant material for social studies teachers. Implementation of PPM activities on various topics covering various aspects in the preparation of PTK and publications, including research methods, PTK design, data collection and analysis, to the development of learning materials. In addition, the interactive and inclusive training approach, which includes group discussions and questions and answers, allows participants to be actively involved in learning. PPM activities in the monitoring stage show strong enthusiasm, dedication and determination from PPM participants in improving the quality of teaching and learning in social studies subjects. Based on the results of the activity evaluation, 74% were in the very good category with a score above 81; 14.5% are in the good category with a score between 61 to 80, 14.5% are in the quite good category with a score of 41 to 60, while 3.7% are in the poor category with a score of 21 to 40 and 0% are in the very poor category with a score below 20 Based on the results of the PPM participant satisfaction questionnaire distributed by the Service Team as a form of evaluation of PPM activities, it was found that 85% were in the high category, 15% were in the quite high category and 0% were in the low category. So it can be concluded that PPM participants have high satisfaction with the workshop activities of the social studies education service team in 2023.

Keywords: *dedication, ptk, publication*

1. Introduction

One important element in achieving educational goals is looking at the quality of teachers. The higher the quality of education, it can be seen from the higher the quality of teachers, so that teachers can optimize teaching and learning activities in order to achieve quality education. The teacher's task as one of the implementers of the government's curriculum policy is to be close to the subject of education, namely students. As stated in Law Number 14 of 2005 concerning Teachers and Lecturers, it shows that teachers are an important component in education whose main tasks are to educate, teach, guide, direct, train, assess and evaluate students. On the other hand, the task of every other teacher who wants to take care of promotion is one of the requirements, namely making Continuous Professional Development (PKB), including making Class Action Research, this is in accordance with the Implementation of PERMENPAN and Bureaucratic Reform no. 16 of 2009 concerning Teacher Functional Positions and Credit Scores. It is also known that apart from that, the Government of the Republic of Indonesia has officially declared that the teaching profession will be equal to other professions as professionals. A teacher has four competencies, namely pedagogical, personality, professional and social competencies. According to Law no. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and in depth". Professional competence is the ability needed to become a professional teacher. Professional competence includes expertise or expertise in one's field, namely mastery of the material taught and its methods, a sense of responsibility for one's duties and a sense of togetherness with other fellow teachers.

The main task of teachers, apart from educating, is to teach as teachers. Teachers are faced with professional demands to be able to carry out corrective activities for deficiencies in carrying out their duties. Without realizing it, teachers who have empirical teaching experience carry out additional activities that have not been included in the lesson unit, but these teachers have carried out classroom actions but are not properly documented. Based on this, research and scientific writing is one of the teacher professional developments that can be developed by a teacher. A teacher has carried out classroom action research which is called a teacher's scientific activity when he can develop innovation in learning such as using methods, media strategies to improve his professional competence and through systematic writing of classroom action research in accordance with writing rules.

There are three (3) things that a teacher needs to pay attention to when carrying out classroom action research, namely first, as a teacher, thinking about what will be improved, then second, how to improve it and third, the targets for improvement. Based on these three aspects, the person who knows the real condition of the students in

each class is the teacher. After knowing this, you can carry out classroom action research activities in accordance with the existing systematics.

However, in reality, when implementing CPD, teachers almost never research their own field of work. Apart from that, activeness in participating in PKB as well as various research activities or scientific works and the like is very lacking (Supria Wiganda, 2014: 1-2). Teaching is a profession or job that requires special skills or teacher professionalism. The meaning of professional is a profession that cannot be done by just anyone Usman (2006: 6). Professional teachers will be able to create very fundamental changes in the quality of education. So these changes will depend on what teachers do and what teachers think about education. Teachers must be able to conduct classroom action research to improve learning and professionalism. What must be done is to foster teachers' interest in classroom action research. Classroom action research is a method for educational practitioners to engage in the assessment and improvement of their own practice. This method can be a tool to help teachers analyze teaching methods in the classroom and adapt to solve problems (Gorski, 2015: 317). Meanwhile, Suwimon Wongwanich (2009: 10) states that classroom action research is an innovation carried out by people from various sectors including educators, researchers, school administrators and teachers. If classroom action research is implemented appropriately, teachers will have better performance in the classroom and as a result students will be more motivated in learning (Stringer, 2008: 1).

In essence, classroom action research aims to improve various real and practical problems in improving the quality of learning in the classroom, which are experienced directly in interactions between teachers and students who are learning (Widyoko, 2008: 4). Classroom action research is necessary and plays its role in educational development. Because knowledge or research findings must be used as a guide to improve learning and student development (Boonchom, 2012: 220). This research provides researchers with a method for solving problems faced in the teaching and learning process. What teachers can do in their own classrooms, such as teaching methods, student learning, assessments to be used, etc., are intended to improve the teaching and learning process (Mertler, 2009: 5-6). However, in its implementation, teachers experience many obstacles in researching classroom actions. From the results of observations, it was found that the majority of teachers in Solo had difficulty dividing teaching and research time, then had difficulty processing the cycle of classroom action research due to lack of experience and references. This is similar to research by Nur Syakbandiah (2017: 1) which states that there are still many teachers who do not understand about writing scientific papers and lack awareness of the importance of writing scientific papers and lack commitment.

There are similarities between the results of the observations made by the servant and the research field data conducted by Mayang Risqi Putriani (2016: 1), the results of the research are as follows:*First,*The main reason why most teachers have not carried out PTK is because they have not been motivated to carry out PTK, while the supporting causes are: (a) experiencing technical difficulties; (b) the perception of being busy; PTK is a burden on teachers, takes a long time and has quite a large budget; (c) PTK training is not optimal; (d) Lack of reading culture regarding PTK books; (e) lack of research experience; (f) The influence of age in research actions. Age does not have a complete influence, there are other factors that can influence teachers in carrying out PTK, namely experience, motivation and the teacher's attitude in responding to applicable regulations. The government's efforts to encourage teachers to carry out PTK have apparently not been optimal. This can be seen from the fact that not many teachers carry out PTK. Based on data from the National Personnel Agency in 2015, it was recorded that of 1,461,124 teachers, 22.87% were class IVA teachers, 0.16% were class IVB teachers, 0.006% were class IVC teachers, 0.001% were class IVD teachers, and 0.00% were class IVC teachers. group IVE, while the rest are group IVA and below. Based on the data above, it can be seen that the teacher rank group experienced stagnation in the IVA group. This stagnation is caused by the fact that to advance to the next rank, teachers are required to write KTI, one of which can be PTK (Ekowati, 2011: 1). Social Sciences (IPS) teachers at MGMP Solo face a number of challenges that need to be overcome in order to improve the quality of teaching. One of the main challenges is a lack of understanding about the preparation of effective Classroom Action Research (CAR) and how to publish the results of the PTK. Education is also increasingly integrated with technology, so teachers need to understand how to use it in learning and publications. In addition, the government and society are increasingly emphasizing teacher accountability in improving the quality of education, and teachers need to have effective ways to demonstrate performance. Therefore, providing training on PTK preparation and publication is a very important step to help social studies teachers at MGMP Solo overcome these challenges, improve their teaching abilities, and contribute to the dissemination of knowledge and best practices in education in the region.

In this context, the Subject Teachers' Conference (MGMP) plays a central role in supporting improving the quality of education. MGMP is a forum for collaboration between teachers in one subject, including social studies teachers at MGMP Solo. Therefore, implementing PTK training and publications at MGMP level will have a significant impact on the quality of teaching and learning in Solo. It is hoped that this training will provide social studies teachers at MGMP Solo with a better understanding of the preparation of effective PTK, with a focus on continuous improvement in the learning process. In addition, they will learn how to publish PTK results

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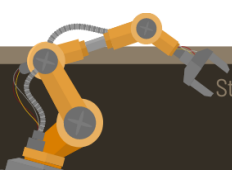
effectively, so that the knowledge and best practices resulting from their research can be accessed and used by other teachers and the educational community. The use of technology in training will also prepare teachers to utilize technology in teaching and publication, in line with the development of education which is increasingly integrated with technology. The importance of this training is also related to increasing the accountability of teachers in improving the quality of education. Through PTK and publications, teachers can clearly show their contribution to improving the quality of education, which is in line with the demands of the government and society to improve the quality of education in Solo. So, based on the research results and descriptions of problems that have been expressed by MGMP IPS partners in Solo, PPM activities are carried out to solve problems by implementing a PPM program with the title "Training on PTK Preparation and Publication for Social Sciences Teachers at MGMP Solo". This PPM activity also supports IKU 3 (Main Performance Indicator), namely lecturers carrying out activities outside campus.
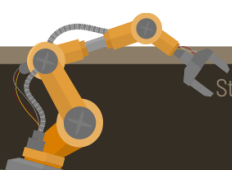
Classroom action research (Classroom Action Research), as the name suggests, there are three words, each of which has an meaning. The meaning of each word is: 1) Research is a scientific activity using methods based on facts to discover, prove, develop and evaluate knowledge, in this case it can improve the quality of learning. 2) Action is an activity that is deliberately carried out with a specific purpose, which in research takes the form of a series of steps (cycles) consisting of planning, action, observation and reflection which continue to flow to produce a new cycle until the classroom action research is stopped. 3) A class is a group of students who, at the same time, receive the same lessons from the same teacher. Classroom action research or what is called PTK is research that raises actual problems carried out by teachers which is an examination of learning activities in the form of actions to improve and increase learning practices in the classroom in a more professional manner (Taniredja, Pujiati and Nyata, 2010: 16- 17). Classroom action research was stated by Wahiddunia & Ali (2008: 14) that "Classroom Action Research is defined as efforts or actions carried out by teachers or researchers to solve learning problems through research". Classroom action research can be defined as "the process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any influences from the treatment". (Sanjaya. W., 2009: 26). As stated by Aqib Z (2009: 13) that "classroom action research is an examination of activities that are deliberately raised and occur in the classroom". Thus, classroom action research is an examination of learning activities in the form of actions that are deliberately created and occur in the classroom simultaneously. (Suwandi, 2010: 10) Action research was also stated by Madya (2009: 11) that "action research deals directly with practice in natural situations, the research is the perpetrator of the practice itself and the direct user of the research results. The scope of the field is limited, what stands out most is that action research is aimed at changing the situation in which the research is carried out in order to achieve incremental and sustainable improvements in practice."

In short, Classroom Action Research can be defined by Syukri (2008: 6) that "research is a form of reflective study by the perpetrators of actions carried out to increase the rational stability of their (teachers') actions in carrying out their duties. Aqib (2006: 13-14) stated several reasons why it is important to carry out classroom action research, including the following: Classroom action research is very conducive to making teachers sensitive and responsive to the dynamics of learning in their classes. Classroom action research can improve teacher performance so that they become professional. By carrying out the stages in classroom action research, teachers are able to improve the learning process through an in-depth study of what happens in their class. Carrying out classroom actions does not interfere with your main duties as a teacher, because it is a research activity that is integrated with the implementation of the learning process. By conducting classroom action research, teachers become creative because they are always required to make innovation efforts to implement and adapt various theories and learning techniques as well as the teaching materials they use.

From the definitions above, classroom action research can be defined as a form of scientific and methodical study or activity carried out by teachers/researchers in the classroom using actions to improve the learning process and outcomes. Scientific is something that is or is in science and method is a way of thinking, objective, rational, systematic based on facts to find, prove, develop and evaluate knowledge. Action research is a series of steps (cycles) consisting of planning, action, observation and reflection which continue to flow to produce a new cycle until classroom action research is stopped. Objectives and benefits of PTK, like research in general, there is a desired research objective according to Sanjaya (2009: 33) that the aim of Classroom Action Research (PTK) is to improve the quality and practical learning outcomes. Classroom action research in its implementation is very conditional and situational. According to Madya (2009: 25) to develop new skills or approaches and to solve problems with direct application in the classroom or world of work.

The objectives of classroom action research can be formulated as follows;

a. Improving and increasing the quality of education.

b. Improving teacher professional services in the context of services to students,

c.Improving practice in the classroom learning process,

d. Improving communication between colleagues through collaboration in research,

In general, the benefits of Classroom Action Research according to Suwandi S (2010: 15) state that teachers can innovate learning, teachers can improve their reflective abilities and are able to solve problems in learning that arise. Through PTK teachers will be trained to creatively develop curriculum in the classroom or school, Teachers' reflective abilities and deep teacher involvement in innovation efforts and curriculum development will ultimately lead to achieving teacher professional improvement. Thus the benefits of classroom action research are as follows:

1) To develop learning innovation in the classroom, teachers in implementing learning must design educational learning and design good assessments in learning.

2) To improve a conducive classroom climate through continuous improvement, in this case the activities of teachers and students in learning occur in exploration, elaboration and conformation where the teacher explains the material until students discover the concept of the material, and also the teacher acts as a facilitator in student activities both discussing, working on worksheets and also practice in using media or props.

3) It can be used as an effort to develop a curriculum at the educational unit level, in this case the teacher understands the curriculum as a subject, the curriculum as a learning experience and also the curriculum as program planning in an educational unit.

4) To improve teacher performance and professionalism through classroom action research, a teacher masters the scope of each subject in the education unit.

Publication, according to a number of experts in various reference sources, refers to the process of disseminating information, knowledge or research results to a wider audience through various different media. Sulistyo-Basuki (2002) in his book "Introduction to Library and Information Science" defines publication as "any form of dissemination of information recorded in various media such as print, non-print (electronic), and audio-visual, which aims to provide information to the public general or certain groups." Hesse-Biber and Leavy (2006) in the book "Communication Research: Strategies and Sources" describe publication as "the process of disseminating information, research results, or scientific work to the public through certain media, such as scientific journals, books, newspapers, or online platforms ." Creswell (2013) in his book "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" defines publication as "the process of communicating research findings to a wider audience, such as the scientific community, practitioners, or the general public, through various media, including scientific writing , conference presentations, or social media."

Publications have a central role in sharing knowledge, research results and information that have an impact on the development of science, education and society in general. These definitions from experts underline the importance of the media used, from print publications to online platforms and social media, which enable wider and faster dissemination of information. As technology advances, publications increasingly become a powerful means for participating in scientific discussions, documenting discoveries, and communicating with diverse audiences. In a scientific context, publication often refers to an officially published scientific journal article, book, or research report. However, in the digital era, publishing also includes sharing information via blogs, social media platforms, and personal websites. All this contributes to wider dissemination of knowledge and accessibility for interested people. Thus, this notion of publication spanning all mediums reflects an evolution in the way we share and access knowledge, and underscores the importance of communicating effectively with a variety of audiences.

Publications, in various definitions proposed by experts, have a very important role in facilitating the dissemination and exchange of knowledge in society. This understanding reflects advances in information and communication technology that have changed the way we access and share information. In the digital era, publications are no longer limited to traditional print media such as books and scientific journals. Today, publications cover a variety of formats, including text, images, audio, and video that can be accessed via the internet and social media. The definitions provided by Sulistyo-Basuki (2002), Hesse-Biber and Leavy (2006), and Creswell (2013) reflect the importance of communicating effectively with various audience groups, from the general public to the scientific community. Publications are a powerful tool in disseminating research findings, scientific work, ideas and information that can influence and enrich various aspects of our lives. Apart from that, the definition of publication also emphasizes the role of transparency and accountability in sharing knowledge. In the scientific world, publications are a way to document discoveries, methods and research results so that they can be retested and verified by other scientists. In an educational context, publications also play an important role in sharing best practices in teaching and learning. Teachers, educators and educational researchers use publications as a tool to communicate ideas and findings that can improve the quality of education. Therefore, this broad definition of publication emphasizes the importance of sharing information, knowledge and research findings with various audiences, as well as understanding the important role of publications in the development of science, education and society as a whole.
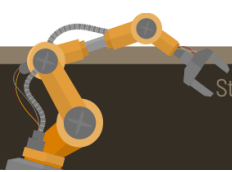
According to mass communication expert, McQuail (2005), the main purpose of publications is "to inform, shape public opinion, shape the image of a particular organization or individual, and influence the behavior or actions of the audience." Publications are used as powerful communication tools to convey messages, spread knowledge, and influence audience perceptions and actions. In a scientific context, the purpose of publication is to share research results with the scientific community and the scientific community, so that knowledge can be exchanged, verified and used as a basis for further research. Apart from McQuail, Rogers (2003) in his work entitled "Diffusion of Innovations" explains that one of the main objectives of publications is to introduce innovations or new ideas to a wider audience. Through publications, ideas and innovations can be introduced, accepted and adopted by the relevant society or community. In an academic and research context, publications also aim to validate research findings, build a knowledge base that can be used by other researchers, and contribute to the development of scientific disciplines. Apart from McQuail and Rogers, according to Salahuddin, Soetedjo, and Ruchyat (2016), the purpose of publications in the educational context is to share research results, teaching experiences, and best practices with the educational community. With publications, teachers, educators, and educational researchers can strengthen collaboration, promote improvements in the learning process, and provide inspiration to their colleagues. This goal also includes efforts to improve the quality of education by disseminating knowledge about effective teaching strategies and research methods that are relevant in educational contexts. The purpose of publications, whether in the fields of mass communication, science or education, has an important role in disseminating information, influencing opinion and enriching knowledge. Publications provide an effective means of communicating ideas, discoveries and best practices to a variety of relevant audiences in a variety of scientific disciplines.

a. Problem Identification and Formulation

1. Identification of problems

From identifying the situation and conditions in the field, several problems emerged, including:

a. The stagnation in rank levels is caused by obstacles in writing KTI, one of which is PTK and publication.

b. There are still many teachers who do not understand about writing scientific papers and lack awareness of the importance of writing scientific papers and lack commitment.

c. Most teachers have not carried out PTK and publications because they have not been motivated to carry out PTK and publications.

d. Some teachers in Solo have difficulty dividing their teaching and research time.

e. Some teachers in Solo experience difficulties in processing the classroom action research cycle due to lack of experience and references.

2. Formulation of the problem

From the identification of the problems found, the service team formulated the problems as follows:

a. Will teachers be able to create classroom action research proposals and publications by following training?

b. By participating in training, teachers plan Classroom Action Research and publications as professional development efforts?

c. Can teachers carry out classroom action research and publications by following training?

3. Activity Objectives

The aim of this activity is:

1. Train Teachers to create Classroom Action Research proposals and publications.

2. Train Teachers to plan Classroom Action Research as a professional development and publication effort.

3. Train teachers so they can carry out Classroom Action Research and publications as a material for promotion.

4. Benefits of Activities

After this activity is carried out, it is hoped that there will be an increase in the quality of teachers in making proposals, planning and carrying out Classroom Action Research and publications.

b. Problem Solving Framework

The problems faced by social studies teachers are complex, so they cannot be solved from just one side. Teachers are required to be creative, have lots of ideas, concepts and thoughts, so that teachers can make proposals, plan and carry out Classroom Action Research and publications well. This is important because a professional teacher is a teacher who has four main competencies, namely pedagogical, professional, social and personality competencies. These four main competencies can be improved in several ways, one of which is by conducting Classroom Action Research (PTK) and publications. Of the four main competencies, PTK can contribute especially to increasing teacher professional competence.

Based on the identification of problems found in the field, the problem solving framework is as follows:

1. The first stage is about providing overall theoretical material

2. The second stage is an exercise in making a PTK research proposal and publication until it becomes a product.

3. The third stage is evaluating the results, namely knowing the advantages and disadvantages of the results of the training that has been carried out, including the method of delivery, materials and the entire training process. With this evaluation it is hoped that there will be*follow up* of the various advantages and disadvantages of this training.

2. Method

A. Target Audience

The target audience is social studies teachers in junior high schools (SMP) in the Solo area who are members of the MGMP IPS throughout the city of Solo. For this activity, each school is expected to send one representative. The hope is that by representing the school, the social studies teachers involved in this training can practice and disseminate the skills they have acquired to fellow social studies teachers, teachers in other fields of study and to their students.

B. Activity Method

1. Talk and question and answer

The lecture was held as a form of introduction to the activities carried out in general, how these activities will run, and what participants can get from this community service activity. Activities are carried out combined with questions and answers as an alternative to bring the service members closer to the participants, as well as so that the participants understand more about what has been taught.

2. Demonstration

The demonstration activity aims to show and introduce PTK and publications so that how to make them will also be put into practice and is the core of this activity.

3. Training and Tutorials

This activity is more about the types, types and forms of PTK and publications, how to apply them and how to make them.

4. Practice

Practical activities are activities to express the results of tutorials in real form, that is, participants are exposed to direct practice.

C. Activity Evaluation

Evaluation of this service activity is as follows:

a.   Pre Test

The Pre Test was carried out to determine the extent of participants' familiarity with PTK and publications. Carried out at the beginning of the training using the question and answer method.

b.   Mid-activity evaluation

Evaluation is currently being carried out to find out*progress* participants and the course of this training. In this evaluation, it is also hoped that the role of the monitoring team will be in monitoring the progress of the activity and providing input for the success of this activity.

c. Post test

The post test is carried out as a final evaluation of the participants. In the post test it is expected that each participant will produce a proposal

3. Results and Discussion

### Preparation for Implementing PPM for Social Sciences Teachers in Solo

The PPM activity with the title "Training on PTK Preparation and Publication for Social Sciences Teachers at MGMP Solo" was carefully prepared by 5 Social Sciences Education Lecturers and 5 students. The preparations we made were carrying out a Focus Group Discussion (FGD) to prepare material on: Providing material in the form of theories and concepts followed by workshops and group activities. Based on the agreement between both parties, the training consisted of training in preparing PTK and Publications for social studies teachers with several themes, namely:

1. Research Methods in PTK IPS: Study various research methods that can be used in PTK to support curriculum development and learning in the field of social studies.

2. Social Problem Based PTK Design: How to design and implement PTK with a focus on social issues that are relevant in the context of social studies learning.

3. Data Collection and Analysis: Training on how to collect and analyze data required for PTK IPS, including the use of online resources.

4. Technology Integration in Social Studies Learning: How social studies teachers can use technology in the learning process and how to measure its impact in PTK.

5. PTK Writing and Publication: Assisting social studies teachers in writing quality PTK reports and explaining how to publish them, either in the form of scientific articles.

6. Development of Social Sciences Learning Materials: Develop skills in designing interesting and relevant learning materials in the context of social studies subjects.

7. Literature Review and Literacy Resources: How social studies teachers can conduct in-depth literature research and understand how to use resources such as scientific journals, books, and databases.

8. Inquiry-Based Teaching: Investigating inquiry-based teaching methods that can be used in social studies learning, which encourage students to actively seek knowledge.

9. Collaboration between Social Studies Teachers: How social studies teachers can work together on PTK projects, exchange experiences, and support each other in professional development.

10. Evaluation and Assessment in Social Sciences Learning: Understand how to design relevant and effective evaluations and assessments in social studies subjects.

These themes can help social studies teachers develop their skills and knowledge in preparing PTK and publications, as well as improve the quality of teaching and learning in social studies subjects. In addition, the training approach can also be tailored to the needs and level of experience of the teachers participating in the training.

The following are some of the main objectives why teachers need to understand and implement PTK preparation and publications for social studies teachers:

1. Improving Teaching Quality: PTK is an effective tool for teachers in planning, implementing, and evaluating their learning. By understanding and implementing CAR, social studies teachers can continue to improve the quality of their teaching with an evidence and data-based approach.

2. Curriculum Adjustments: PTK assists social studies teachers in assessing the effectiveness of existing curricula and making necessary changes to meet student needs. This allows for more relevant and engaging teaching.
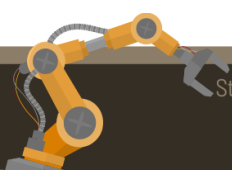
3. Overcoming Learning Challenges: PTK allows social studies teachers to identify and overcome challenges that students may face in understanding lesson material. In this way, teaching can be adjusted to maximize student understanding.

4. Teacher Skills Development: PTK requires the application of research methods, data analysis, and reflection that strengthen teacher skills. Social studies teachers who understand and apply PTK will become more competent practitioners.

5. Use of Online Resources: In the digital era, social studies teachers must be able to utilize online resources effectively. Understanding and applying PTK can help teachers utilize technology to improve learning.

6. Publication of Learning Results: Publication of PTK results can contribute to the knowledge and practice of social studies education. This allows social studies teachers to share their findings with the educational community, contribute to the development of the discipline, and get feedback from fellow teachers.

7. Professional Development: Social studies teachers who implement CAR and publish their results can build a reputation as leaders in their field. They can be recognized as educational innovators who contribute to the improvement of education in their schools and beyond.

8. Teacher Accountability: PTK can be used as a tool to prove teaching effectiveness and provide a strong basis for social studies teacher accountability towards students, parents, and school administration.

Thus, understanding and implementing PTK preparation and publications for social studies teachers is an important step in their professional development and improving the quality of teaching and learning in the classroom. Apart from preparing material in PPT form, the material was also prepared by the Community Service team in the form of Worksheets. The worksheet is distributed by participants and done in groups by creating a WA group. The Service Team also uses the WA group to be able to communicate regarding carrying out assignments and giving certificates. This equipment is prepared for the smooth running of training activities. After carrying out the FGD to prepare the material, the Service team contacted the chairman of MGMP IPS Solo to prepare participants and invited MGMP IPS members via brochures and to join via the WA group directly responding to the results of the coordination from the PPM team.

2. Implementation of PPM activities for Social Sciences Teachers

PPM activities run smoothly starting on Monday, November 6 2023 at 09.00 - 15.30 WIB at SMP 1 Solo. Preparations were carried out carefully because participants were not only given lecture material but were immediately invited to carry out assignments so that the objectives of this PPM activity could be directly felt by the participants. Exactly at 09.00 WIB on the first day, participants gathered at SMP 1 Solo. Before the event starts, participants are required to attend as proof of attendance. The attendance list is needed by the service team as proof of PPM activities, but the MGMP administrators also need proof of MGMP activities to increase the professionalism of social studies teachers.

The number of participants in this PPM activity exceeded the target of 55 participants attending. The PPM activity began with singing the song Indonesia Raya, then a speech by the Head of the Department, Mr. Dr. Sudrajat, M.Pd. continued with Prof. Dr. Saliman, M.Pd as Head of the Service Team from the UNY Social Sciences Education Department. Participants pay attention to speech after speech, with the hope that participants will take part in PPM activities seriously and gain useful knowledge and insight from the presenters for the benefit of teacher professionalism. In general, the remarks given were related to the objectives and benefits of PPM activities.

PPM activities in collaboration between the IPS Education Department and MGMP in Solo provide great opportunities and opportunity to establish further collaborations that provide benefits for both parties. On the occasion of giving a speech, the Head of the Department gave motivation that being a teacher is not only about educating in learning activities in the classroom but also having to increase one's professionalism by having work that can be used properly so that a teacher's welfare can increase by increasing professionalism.

The speech given by the head of the Service Team from the Social Sciences Education Department, UNY, namely Mr. Prof. Dr. Saliman, M.Pd said that this service activity is a routine activity carried out by lecturers at UNY because it is one of the Tri Dharma of Higher Education. If lecturers do not carry out the service program, it will also affect the performance of the lecturers themselves, so this can be said to be a mandatory activity. For the IPS Education Department, PPM activities are routinely carried out in collaboration with teachers in several regions.

Training activities can be used as a means to share teaching experiences for each teacher in their respective schools, convey problems encountered in class, and convey student responses to each material provided. Apart from that, in the speech it was also stated that if teachers want to increase their professionalism and have the

opportunity to be promoted, they need to add training activities, especially workshop-based ones so that the knowledge gained can be directly applied and is not raw and abstract. After the speech was finished, the material immediately started with material 1) Research Methods in Social Studies PTK, 2) Social Problem Based PTK Design, 3) Data Collection and Analysis, 4) Technology Integration in Social Sciences Learning, 5) Writing and Publication of PTK, 6) Development Social Studies Learning Materials, 7) Literature Review and Resource Literacy, 8) Inquiry Based Teaching, 9) Collaboration between Social Studies Teachers, 10) Evaluation and Assessment in Social Studies Learning. The material was delivered by Prof. Mr. Dr. Saliman, M.Pd. Dr. Supardi, Dr. Sudrajat, Riko Septiantoko, M.Pd. and Yumi Hartati, M.Pd.

Material for implementing PTK and publications for social studies teachers can cover various relevant aspects to help social studies teachers understand, design and integrate PTK and publications. The following is the material presented in this training.

1. Module 1: Introduction to Classroom Action Research (PTK)

a.Understanding PTK and its importance in the context of social studies education.

b.Steps in preparing PTK: planning, action, observation and reflection.

c. The goal of PTK: improve student learning and teacher professional development.

2. Module 2: Designing PTK in the Social Sciences Context

a. Selecting relevant research topics in social studies.

b. Formulate clear and useful research questions.

c. Create a conceptual framework and hypothesis for PTK.

3. Module 3: Data Collection and Analysis

a.Data collection methods that are appropriate to the IPS context.

b.Use of technology in data collection.

c.Data analysis techniques, including simple statistics if necessary.

d. Interpretation of results and drawing conclusions.

4. Module 4: Implementation of PTK in the Classroom

a. Planning for implementing PTK and learning.

b. Use of appropriate teaching methods in social studies subjects.

c. Use of technology and online resources in IPS teaching.

5. Module 5: Observation and Data Collection on PTK Results

a. Observation of learning and data collection on PTK results.

b. Preparation of notes and documentation of observation results.

c.   Use of evaluation instruments to measure the achievement of PTK objectives.

6. Module 6: Reflection and Evaluation of PTK

a. The importance of teacher reflection in the PTK process.

b. Analyze the results and evaluate the effectiveness of the actions taken.

c. Changes required are based on evaluation results.

7. Module 7: Writing PTK Reports

a. PTK report structure and writing guidelines.

b.Communicate CAR findings clearly and systematically.

c. Inclusion of relevant data, graphs and references in the report.

8. Module 8: Publication of PTK Results

a. The aims and benefits of publishing PTK results.

b.Publication options: scientific papers, presentations at conferences, blogs, social media, etc.

c. Publication ethics and copyright.

9. Module 9: Sharing PTK Results with Fellow Teachers and the Education Community

a. How to share PTK findings with fellow teachers and school staff.

b.Contribute to collective professional development in social studies subjects.

10. Module 10: Continuing Professional Development

a.How social studies teachers can continue to develop their skills in PTK and publications.

b. Using feedback and PTK results for continuous improvement.

11. Module 11: Case Studies and Examples of PTK in Social Sciences

a. Real case studies of PTK in the context of social studies.

b. Analyze successful cases and lessons learned.

These materials are prepared systematically, interactively and applicatively so that social studies teachers can understand, internalize and implement PTK and publications. PPM participants were very enthusiastic about listening to the material from the speakers with indicators that the training participants immediately asked several questions. In the question session, 7 to 10 questioners appeared. Almost all participants were enthusiastic about taking part in this activity. The following is the structure of PPM activities as follows:

Interactive Session 1: Introduction and Introduction of Participants

a. The speaker introduces himself and the purpose of the training.

b. Participants were given the opportunity to share their experiences in using PTK and publications.

c. Participants raised initial questions related to PTK and publications.

Material Session 1: Introduction to PTK and its benefits

a. The speaker explained what PTK is and why it is important for the professional development of social studies teachers.

b. Participants follow the explanation with a small group discussion about the benefits of PTK in their own context.

c. The speaker opened a question and answer session, where participants could directly ask questions related to the concepts that had been taught.

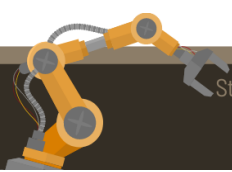Material Session 2: Designing PTK in the Social Sciences Context

a. The speaker guides participants in selecting relevant research topics in IPS.

b. Participants are tasked with formulating initial research questions based on their experiences in class.

c. The speaker provided case examples and case studies about designing PTK in the context of social studies.

d. According to the participants' experience, they can ask questions about the formulation of research questions.

Material Session 3: Data Collection and Analysis

a. Material includes data collection methods, data analysis, and interpretation of results.

b. Participants carry out exercises regarding the use of evaluation instruments specifically for social studies subjects.

c. The speaker encouraged participants to discuss in groups about data collection and analysis in the context of their research.

d.According to the exercises carried out, participants can ask questions to clarify data collection and analysis methods.

Interactive Session 2: Small Group Discussion

a. Participants are divided into small groups to discuss the PTK project they are planning.

b. Each group prepares a list of questions they want to discuss in the next session.

c. Group discussions focused on identifying challenges and opportunities in implementing PTK in social studies subjects.

Material Session 4: Writing PTK Reports

a. Material includes the structure of PTK reports, writing guidelines, and preparing reports based on participant research results.

b. Participants are asked to start designing their own PTK report based on the guidance provided.

c. The speaker opened a question and answer session where participants could ask questions related to report writing.

Material Session 5: Publication of PTK Results

a. The material discusses various ways of publishing PTK results, including conferences, scientific journals, blogs, and social media.

b. Participants are given the task of choosing the publication method of their choice and designing a publication plan.

c. The speaker opened a question and answer session about publication ethics and copyright.

Interactive Session 3: PTK Plan Presentation and Publication

a. Each participant or group of participants has the opportunity to present their PTK plan and publications to the group.

b. Participants provide feedback and suggestions to their peers.

c. Group discussions to discuss questions and differences that may arise.

Material Session 6: Sharing PTK Results with Fellow Teachers and the Education Community

a. The material outlines the benefits of sharing PTK results with fellow teachers and the educational community.

b. Participants design a plan to share their findings in CAR with school staff and parents.

c. The speaker opened a question and answer session about the best way to communicate PTK results.

Material Session 7: Continuous Professional Development

a.The material includes steps for continuous professional development in the context of CAR and publications.

b. Participants are given the task of planning their next professional development steps.

c. Speakers opened the question and answer session to help participants plan their professional development.

Closing Session: Reflection and Evaluation of Training

a. Participants are given the opportunity to reflect and share their experiences during the training.

b. Evaluation of training and suggestions for future improvements.

c. Participants are provided with information about additional resources and support for their professional development.

This training material is prepared interactively with many opportunities for discussion, practice and questions and answers, which supports enthusiastic participants in the learning process. This ensures that training participants understand, internalize and feel confident to implement PTK and publication of the results in the context of Social Sciences (IPS) subjects.

The enthusiasm, dedication and determination of Teacher Professional Development Program (PPM) participants in continuing to learn and contributing to improving the quality of education is very important, especially in the context of social studies teachers who have a central role in shaping students' understanding of social, historical and geographical aspects of the world. . Here are some reasons why this passion, dedication and determination is so important:

1.Influence on Students: Social studies teachers play a role in shaping students' understanding and insight into the world, society and historical events. The enthusiasm and dedication of teachers in learning can motivate students to become active and knowledgeable learners.

2.Innovation and Renewal: The enthusiasm and determination of PPM participants in learning and improving themselves motivates them to seek innovative solutions and improve teaching practices. This contributes to the development of better teaching methods.

3. Contribution to Social Sciences: Social Sciences teachers who study actively and contribute to research and publications play a role in developing the social sciences discipline itself. They help expand knowledge and share useful findings with the educational community.

4. Role of Model and Inspirer: Social studies teachers who have enthusiasm and strong determination become inspirational models for students. They demonstrate the importance of continuing education and dedication to knowledge and understanding.

5.Improving the Quality of Education: Social Studies teachers who are dedicated to continuing to learn and contribute to improving the quality of education directly contribute to improving the education system as a whole. They help create a more effective learning environment.

6. Facing Educational Challenges: The world of education continues to change, and social studies teachers need to adapt to these changes. The passion and determination of PPM participants helps them face new challenges with the confidence and ability to influence positive change.

7.Self-Improvement: Passion, dedication and determination also provide personal satisfaction. Social studies teachers who feel fulfilled by their dedication to improving themselves and helping students achieve success feel the happiness that comes from their dedication to education.

Therefore, the enthusiasm, dedication and determination of PPM social studies teacher participants are the main drivers in achieving improvement and improvement in the quality of education in social studies subjects and throughout the education system. They are powerful agents of change and play an important role in shaping the future of education. After the activity ended, the participants were created into a WA group to be able to monitor the tasks given by the Service Team. Once completed, all work is collected by the Service Team and will be reviewed and assessed as one of the requirements for obtaining a certificate.

3. Monitoring and Evaluation of PPM activities for Social Sciences Teachers

Monitoring and evaluating the activities of the Teacher Professional Development Program (PPM) for social studies teachers is an important stage in assessing the effectiveness and sustainability of the program. The following are several activities carried out in the monitoring and evaluation process of PPM activities:

a. Monitoring of Activity Implementation:

1)Conduct field visits to monitor the implementation of the PPM program in schools.

2) Conduct interviews with social studies teachers currently participating in the program to get direct feedback about their experiences.

b. Data collection:

1) Collect data about teacher participation, including the number of participants and their personal information.

2) Collect data related to the curriculum, learning materials and teaching methods used in the PPM program.

c. Teacher Learning Assessment:

1) Conduct learning assessments for social studies teachers who are taking part in the PPM program to measure their progress in the field of social studies.

2) Use tests, assignments, and projects as assessment tools.

d. Evaluation of Learning Materials:

1) Gather feedback from teachers about the quality of learning materials used in the program.

2) Assess whether the material meets the needs of social studies teachers and students.

It is. Teacher Evaluation and Professional Development:

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1) Measuring the influence of the PPM program on the professional development of social studies teachers.

2) Conduct interviews with program participants to assess changes in their knowledge and skills.

f. Measuring Impact on Student Learning:

1) Assessing the impact of the PPM program on social studies student learning.

2) Collect data on student test results and identify whether there has been an improvement in their understanding of the lesson material.

g. Interviews and Focus Group Discussions (FGD):

1) Conduct interviews with program participants, instructors, and school leaders to obtain their views on program effectiveness.

2) Hold FGDs to explore more in-depth information about their experiences and perspectives.

h. Data Analysis and Report Preparation:

1) Analyze collected data to identify trends, challenges, and program achievements.

2)Prepare reports containing findings, recommendations and corrective actions that need to be taken.

i. Formulation of Corrective Actions:

1) Based on the evaluation results, formulate corrective actions and recommendations to improve the PPM program for social studies teachers in the future.

j. Consultation with Stakeholders:

1) Communicate with all relevant parties, including teachers, school staff, and interested parties, to discuss evaluation results and obtain their perspectives.

k. Preparation of Follow-up Plans:

1) Develop follow-up plans based on evaluation findings to address identified problems and increase the effectiveness of the PPM program.

Systematic and continuous monitoring and evaluation is the key to ensuring that the PPM program for social studies teachers achieves its goals and provides real benefits for teachers and students. This allows for continuous improvement in the program and ensures that investments in teacher professional development have a positive impact on the quality of education. The Service Team after providing tasks as a follow-up after providing material for PPM participants as one of the requirements for obtaining a certificate. The service team needs an assessment as a benchmark for the extent of success in providing material regarding assignments made by the teacher. Therefore, monitoring and evaluation is needed to see the success of the service program being implemented. Monitoring activities are carried out after the presenter provides material through questions and answers conducted by the presenter and the PPM participants. Evaluation activities are carried out after PPM activities, namely by assessing the tasks carried out by PPM participants. The results of the assessment are as follows:

Table 1. Assignment Script Assessment

Value Range	Amount	Percentage	Category
81-100	37	74%	Very good
61-80	8	14,5%	Good
41-60	8	14,5%	Pretty good
21-40	2	3,7%	Not good
0-20	0	0%	Very Not Good

Based on the results of the assessment of assignment scripts made by all PPM participants, the results were 74% in the very good category with a score above 81; 14.5% are in the good category with a score between 61 to 80, 14.5% are in the quite good category with a score of 41 to 60, while 3.7% are in the poor category with a score of 21 to 40 and 0% are in the very poor category with a score below 20 .Participants can be said to understand, internalize and implement PTK and Publications well. Understanding, internalizing, and implementing Classroom Action Research (CAR) and publications have very important goals in the context of social studies teacher professional development. The main objectives of this process are:

1. Improving Teaching Quality: Social Studies teachers who understand and internalize PTK are able to develop better teaching methods. Implementing PTK allows them to create a more effective and relevant learning environment, focusing on student needs.

2. Deep Understanding: Teachers who are involved in PTK deeply understand the learning process and the causes and effects in their teaching. This allows them to make more informed decisions based on evidence and data.

3. Professional Development: CAR and publications are powerful tools for professional development. Social studies teachers involved in this process continue to learn and improve their skills, which has a positive impact on the quality of teaching and learning.

4. Curriculum Development: Social studies teachers can use it to identify changes that may be needed in the curriculum and learning materials. In this way, they can ensure that the course material remains relevant and impactful on student understanding.

5. .Contribution to Educational Knowledge and Practice: Through the publication of PTK results, social studies teachers contribute to increasing educational knowledge and practice. They share their findings with the educational community, which can influence other teachers' practices and advance the social studies subject as a whole.

6. Teacher Empowerment: PTK gives social studies teachers the tools to become agents of change in their classrooms. They feel more empowered to design instruction that meets students' needs and achieves better learning outcomes.

7. Self-Improvement: In addition to the impact on students, social studies teachers who understand, internalize, and implement CAR feel personally fulfilled. They feel satisfaction from their efforts to continuously learn and improve themselves.

8. Teacher Accountability: CAR and publications provide a clear framework for teacher measurement and accountability. This helps teachers to be more transparent in their teaching actions.

9. Increasing Social Impact: Social Studies teachers who internalize PTK and publications can play a role in solving complex social and historical problems. They can train students to become informed and active citizens in society.

10. Setting an Example: Social Studies teachers who practice PTK and publications provide an example for fellow teachers and students. They show that lifelong learning and contributions to science are important and rewarding.

Overall, the main goal of understanding, internalizing, and implementing PTK and publications is to improve the quality of education in social studies subjects, increase teacher professionalism, and contribute to the development of social science and educational practice as a whole. So it can be concluded that the PPM participants have understood the material presented by the Service Team.

Apart from the service team assessing the differentiation learning strategy, we also distributed customer satisfaction questionnaires from LPPM UNY as a form of evaluating whether the service team had carried out the service program activities well. Based on the results of the PPM participant satisfaction questionnaire distributed by the Service Team as a form of evaluation of PPM activities, it was found that 85% were in the high category, 15% were in the quite high category and 0% were in the low category. So it can be concluded that PPM participants have high satisfaction with the training activities of the service team from IPS Education in 2023.

Acknowledgement

3) Based on the assessment results, 74% were in the very good category with a score above 81; 14.5% are in the good category with a score between 61 to 80, 14.5% are in the quite good category with a score of 41 to 60, while 3.7% are in the poor category with a score of 21 to 40 and 0% are in the very poor category with a score below 20 So it can be concluded that the PPM participants have understood the material presented by the Service Team.

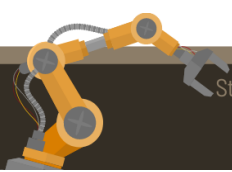4) Based on the results of the PPM participant satisfaction questionnaire distributed by the Service Team as a form of evaluation of PPM activities, it was found that 85% were in the high category, 15% were in the quite high category and 0% were in the low category. So it can be concluded that PPM participants have high satisfaction with the workshop activities of the social studies education service team in 2023.

Suggestion:

1. Program Continuity and Development: It is recommended to continue similar community service programs, either on an ongoing basis or with more advanced literacy. These programs can help social studies teachers continue to develop skills and knowledge.

2. Support for Publication: Social Studies teachers need to get more support in terms of publishing PTK results. Encouraging the publication of findings in scientific journals or online media will expand the positive impact of this program.

3. Technology Integration: The use of technology in PTK and publications is an aspect that needs to continue to be improved. Program participants need to be given further training on how to utilize technology for research, teaching, and publication.

4. Professional Support: Social Studies teachers can benefit from ongoing professional support, either in the form of additional training or mentoring by experts in CAR and publications.

5. Long-term Impact Evaluation: It is necessary to carry out a long-term evaluation to measure the impact of this program on the career development of social studies teachers and on student learning outcomes over a longer period of time.

6. Curriculum Development: Based on the results of PTK, schools and educational institutions need to be open to changes in the curriculum and learning materials that are more in line with student needs and the demands of the times.

The Community Service Program which focuses on PTK and publications is an important step in improving the professionalism of social studies teachers and the quality of education. Through sustainability, support, and development, this program can continue to have a significant positive impact on teachers and students in Social Studies subjects.

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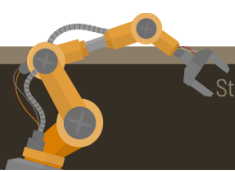
NEED AND DEMAND FOR THE DEVELOPMENT OF SELF-RELIANT HEALTH AND FITNESS PROMOTION EDUCATIONAL MEDIA BASED ON BOOKS

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Abstract

This research aims to develop a health and fitness promotion educational media based on an ebook to provide accurate and precise information about health and fitness to the general public. This ebook will also provide accurate and precise information about various health and fitness products and services available, as well as tips and tricks for maintaining health.

The research method used in this study is the Research and Development (R&D) model. The purpose of this research is a method based on the goal of developing new products, processes, or technologies. This method typically uses a combination of various research methods, such as experiments, surveys, mathematical model analysis, and literature reviews.

The preliminary study results in this research show that, from the urgency indicator of the research product, the findings indicate that 110 respondents, or 85%, stated it as very urgent, and 19 respondents, or 15%, stated it as not urgent. For the awareness indicator of maintaining health and fitness independently, the results show that 32 respondents, or 25%, have a high level of awareness, and 97 respondents, or 75%, have not yet developed awareness. The indicator of education materials during the pandemic and endemic situation yielded results with 103 respondents, or 80%, stating it as highly relevant, and 26 respondents, or 20%, stating it as not relevant. The indicator of solutions in the form of independent health and fitness maintenance activities yielded results with 103 respondents, or 80%, stating it as highly educational, and 26 respondents, or 20%, stating it as less educational.

Keywords : Development, Media, Book

1. Introduction

In the rapidly evolving information age, it is crucial for the public to have access to resources that support self-promotion of health and fitness. In this context, educational media becomes a highly potential tool to provide the necessary information and guidance. This article will discuss the needs and demands in the development of educational media focused on promoting health and fitness independently, using books as its foundation.

Health and fitness are essential aspects of every individual's life. However, understanding accurate and up-to-date information about health and fitness often proves to be a challenging task, especially amidst the vast information overload in the digital era. Therefore, the development of relevant, easily accessible, and book-based educational media is increasingly important in providing guidance to help individuals achieve optimal health and fitness.

Understanding the needs and demands of the public in developing educational media for promoting health and fitness independently is the key to building effective resources. This article will explore various crucial aspects, including technological advancements, societal behavioral trends, and challenges faced in providing reliable and trustworthy information. We will also explain how books as the foundation of educational media have the potential to create deep and sustainable learning experiences.

By comprehending the needs and demands in the development of educational media for promoting health and fitness independently, we can build relevant and positively impactful solutions for the public. Thus, this article will discuss key concepts related to this topic and outline the steps that can be taken to develop more effective and responsive educational media to meet the public's needs.

According to Hidayah (2019 in BPJS, 2013), health education is an effort aimed at increasing knowledge about health as well as managing disease risk factors and promoting clean living behaviors to enhance the health status of the community, prevent disease recurrence, and facilitate recovery. According to Herlina (in Heinich, Molenda, Russel, and Smaldino, 1993:2), media is an intermediary or anything that can convey information between the source and the information recipient through communication channels.

2. Research Method

This research employs the Research and Development (R&D) model. Samsu, as cited in Borg and Gall (1983:772), defines the R&D research model as one used to develop and validate products in the field of education. The purpose of this research is a method based on the goal of developing new products, processes, or technologies.

Furthermore, as described by Sugiyono (2009:407), as cited in Haryati (2012), the research and development method is used to create new products and test the effectiveness and feasibility of these products. It involves a process of discovering, developing, and testing new ideas or products. R&D research encompasses various activities aimed at improving understanding of new concepts, technologies, or products that can aid in the development of new products or services.

According to Tessmer (1998), the research and development (R&D) method is not significantly different from other research approaches. In R&D research, the focus is on two stages: the preliminary stage and the formative evaluation stage (Tessmer, 1993), which includes self-evaluation, prototyping (expert reviews, one-to-one, and small group), and field tests. The formative evaluation design process follows the following steps:
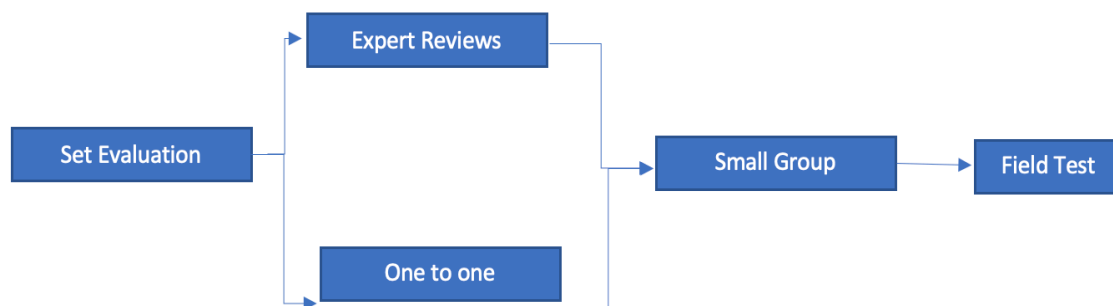
Figure 1. Formative Evaluation Design Flow in the R&D Research Scheme,

Source: Tessmer (1998)

3. Research Results

As per the stages in the development research, they consist of preliminary, development, field testing, and dissemination stages. In the first year, a preliminary study and product development were conducted, which resulted in the prototype of a literacy and education book for the community regarding awareness of leading a healthy and fit lifestyle independently.

In the initial stage, the research team conducted a preliminary study on a randomly selected sample of the community using a purposive sampling technique. In this step, the research team employed a limited questionnaire as a research instrument. The general framework of this limited questionnaire can be seen in Table 1 below.

Table 1. Framework of the Limited Questionnaire for the Research

Indicator	Statements
Urgency of Research Product	Very Urgent
	Not Urgent
Awareness of Maintaining Health & Fitness Independently	High Awareness
	No Awareness Yet
Education Materials during Pandemic & Endemic Times	Very Relevant
	Not Relevant
Solutions in the Form of Independent Health & Fitness Maintenance Activities	Very Educational and Helpful
	Less Educational and Helpful
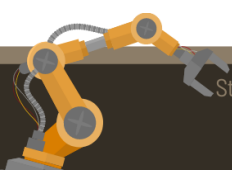
In this preliminary study, the research team collected data from a total of 129 respondents randomly selected based on the following criteria: (1) individuals aged 35 years and above, (2) both males and females, (3) individuals engaged in activities, whether at home or outside.

Based on these criteria, a total of 129 respondents were obtained, with 75 individuals or 58% being females and 54 individuals or 42% being males. The distribution of research respondents based on gender is illustrated in the pie chart in Figure 2 below.

Figure 2. Pie chart of preliminary study percentage by gender

Regarding the age range of the preliminary study respondents, the results are as follows: (1) Age group 35-40 years, with 51 individuals or 39.54%, (2) Age group 40-45 years, with 47 individuals or 36.43%, (3) Age group 45-50 years, with 29 individuals or 22.48%, and (4) Age group 50 years and above, with 2 individuals or 1.55%. The distribution of research respondents based on age range is illustrated in the pie chart in Figure 3 below.
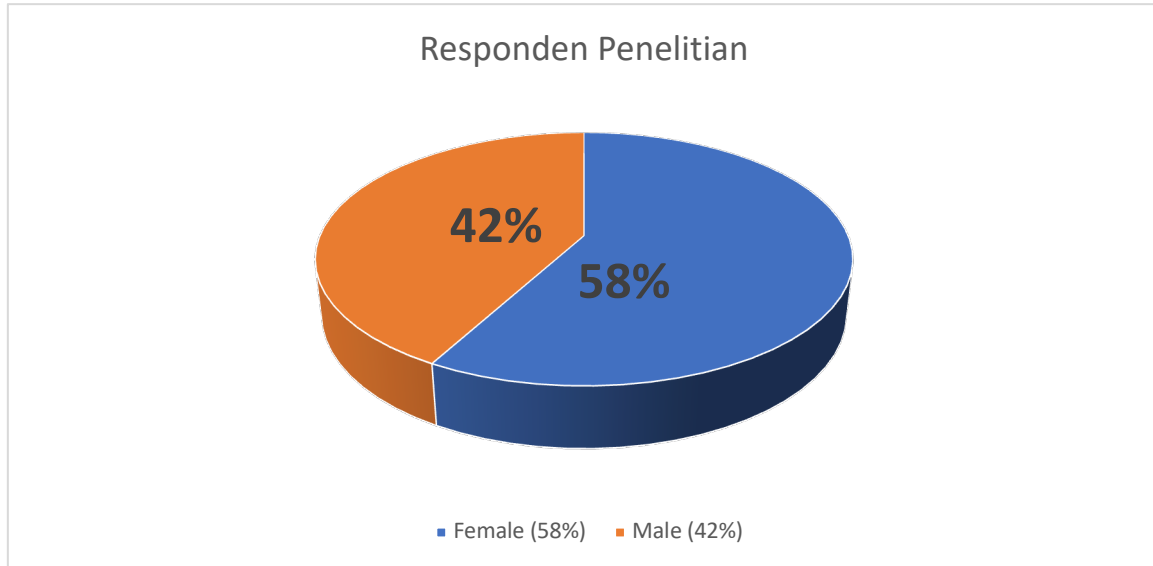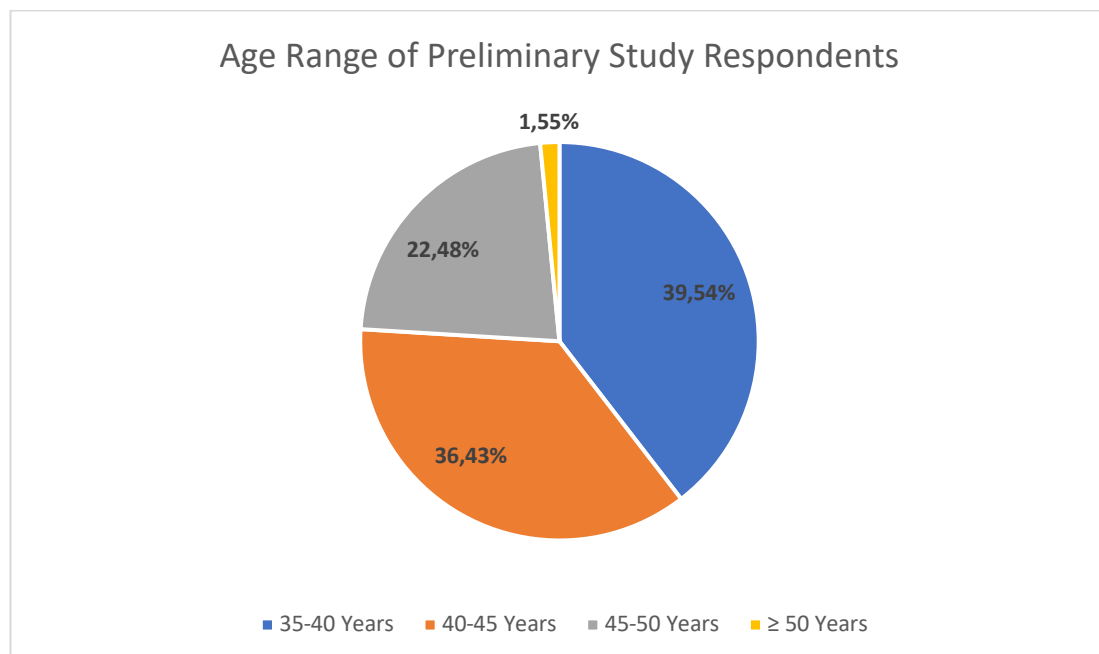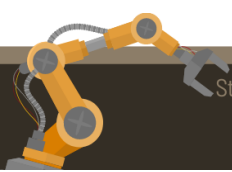

Figure 3. Pie Chart Diagram of the Preliminary Study Percentage by Age Range

Regarding the occupation of the preliminary study respondents, the results are as follows: (1) Civil Servants or Government Employees (ASN or PNS), with 59 individuals or 45.73%, (2) Private Sector, State-Owned

Enterprises (BUMN), Regional-Owned Enterprises (BUMD), with 38 individuals or 29.46%, (3) Self-employed/Entrepreneurs (Wiraswasta/pengusaha), with 9 individuals or 6.98%, (4) Homemakers (Di rumah saja), with 17 individuals or 13.18%, and (5) Farmers (Petani), with 6 individuals or 4.65%. The distribution of research respondents based on occupation is illustrated in the pie chart in Figure 4 below.
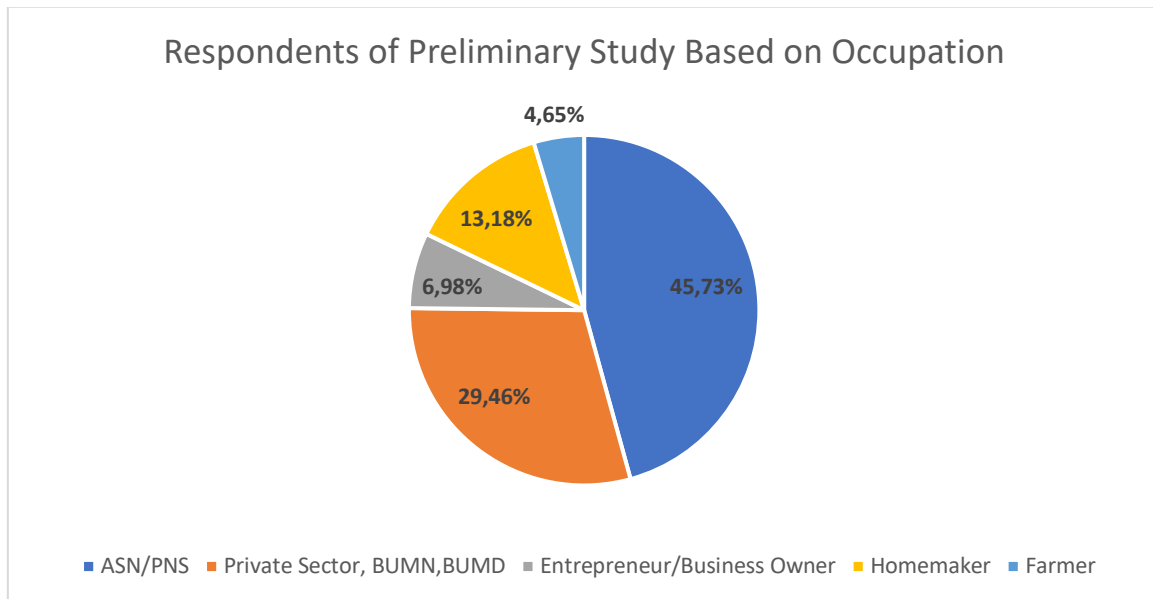
Figure 4. Pie Chart Diagram of the Preliminary Study Percentage by Occupation

Before focusing on the research product, the research team aims to first uncover the perspectives of the general public regarding the urgency of the research product that the research team intends to produce. The details of the preliminary study results, which the research team obtained through information gathering via questionnaires with statements directly related to the urgency of the research product design, can be presented in Table 2 below.

Table 2. Preliminary Study Survey Results

Indicator	Statements	Score	Precentace
Urgency of Research Product	Very Urgent	110	85%
	Not Urgent	19	15%
Awareness of Maintaining Health & Fitness Independently	High Awareness	32	25%
	No Awareness Yet	97	75%
Education Materials during Pandemic & Endemic Times	Very Relevant	103	80%
	Not Relevan	26	20%
Solutions in the Form of Independent Health & Fitness Maintenance Activities	Very Educational and Helpful	103	80%
	Less Educational and Health	26	20%

From the survey results of the questionnaire distributed to the 129 preliminary study respondents conducted by the research team, the following findings are presented:

1. Regarding the statement items from the urgency indicator of the research product, the results indicate that 110 respondents, or 85%, stated it as very urgent, while 19 respondents, or 15%, stated it as not urgent.

2. Concerning the statement items related to awareness of maintaining health and fitness independently, the results show that 32 respondents, or 25%, have high awareness, while 97 respondents, or 75%, have not yet developed awareness.

3. In the context of education materials during the pandemic and endemic times, the results indicate that 103 respondents, or 80%, consider it as very relevant, and 26 respondents, or 20%, find it not relevant.

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4. Regarding the statement items concerning solutions in the form of independent health and fitness maintenance activities, the results show that 103 respondents, or 80%, find them very educational, while 26 respondents, or 20%, find them less educational.

In terms of concept clarification, design, and other aspects, they have been accomplished, and the outcome of this research is the development of a book prototype with the title "Staying Physically Fit and Healthy in the Era of Pandemic and Endemic Independently." The success indicators for this research include the successful development of the book product "Staying Physically Fit and Healthy in the Era of Pandemic and Endemic Independently," which has been well-structured. The development results are described as follows:

BAB I. COVID-19
Tetap Tenang dan Waspada

Gambar 1. Ilustrasi Virus Corona
Sumber Gambar : pexels.com / DSD photos

Coronavirus merupakan virus yang menyebabkan sakit pada hewan dan manusia. Virus ini menyebabkan penyakit infeksi saluran pernafasan seperti flu hingga penyakit serius seperti Middle East Respiratory Syndrome (MERS) dan Sindrom Pernafasan Akut Berat/ Severe Acute Respiratory Syndrome (SARS).Covid-19 adalah penyakit akibat Coronavirus jenis baru, ditemukan pada Desember 2019 di Wuhan, Cina. Virus ini diberi nama diberi nama Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2). Virus

3

BAB II. Demam Berdarah Dengue,
apa dan bagaimana?

Gambar 5. Nyamuk
Sumber Gambar: pexels.com / pixabay photos

Demam berdarah dengue (DBD) adalah suatu penyakit yang disebabkan oleh infeksi virus dengue. DBD adalah penyakit akut dengan manifestasi klinis perdarahan yang menimbulkan syok yang berujung kematian. DBD disebabkan oleh salah satu dari empat serotipe virus dari genus *Flavivirus*, famili *Flaviviridae*. Terdapat 4 serotipe DBD: Dengue 1, 2, 3 dan 4 di mana Dengue tipe 3 merupakan serotipe virus yang dominan menyebabkan kasus yang berat. Penyakit ini menjadi penyakit menular yang sering menimbulkan wabah dan menyebabkan kematian pada banyak orang dan di tularkan oleh nyamuk aedes aegypti. Nyamuk ini tersebar luas di rumah

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Figure 5. General Concept Overview of the Development of the Research Product Book

4. Research Discussion

In the early stages of developing the book as an educational, reference, and literacy medium, based on the preliminary study conducted by the research team through a survey consisting of limited statement items, and gathering opinions from 129 respondents categorized by gender, age range, and their respective occupations or activities, the following findings emerged:

a. From the perspective of the urgency of the research product, the results indicate that 110 respondents, or 85%, consider it as very urgent, while 19 respondents, or 15%, find it not urgent.

b. Regarding the awareness of maintaining health and fitness independently, the results show that 32 respondents, or 25%, have high awareness, while 97 respondents, or 75%, have not yet developed awareness.

c. In the context of education materials during the pandemic and endemic times, the results indicate that 103 respondents, or 80%, find it very relevant, and 26 respondents, or 20%, do not find it relevant.
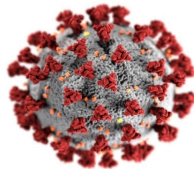
d. Concerning the perspective of solutions in the form of independent health and fitness maintenance activities, the results show that 103 respondents, or 80%, find them very educational, while 26 respondents, or 20%, find them less educational.

The development process takes into consideration a suitable design to incorporate the components of the book to be developed. Some of the discussions within this research and development are as follows:

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a. Components The framework of this book utilizes materials from references related to the experiences during the pandemic period and its transition to an endemic state in Indonesia. It also includes efforts as solutions for individuals to continue maintaining their health and physical fitness independently, whether during the pandemic, endemic phases, or normal times.

b. End Result This developmental book serves as an educational, reference, and literacy medium to assist the community in ensuring the survival of their health and physical fitness while adapting to pandemic, endemic, and regular conditions. This represents a beneficial solution for the community's well-being, especially concerning health and physical fitness.

The research and development have resulted in a product in the form of an educational, reference, and literacy book prototype. The prototype of the book possesses several advantages, including:

a. "Enlightening the society and the nation's generations" will be one of the research study's outcomes resulting from the financial support provided by the university. Therefore, the products of this research can be used and prioritized domestically. Consequently, the price of the book will be relatively affordable and reasonably priced since it won't be subject to customs duties like imported goods. This book represents the initial development with the hope that it can serve as an educational, reference, and literacy medium for all levels and segments of the wider community.

b. The book is presented in simple language that is easy to understand and interpret. This greatly assists the community in maintaining their health and physical fitness independently, making it easy to adapt to both pandemic and endemic periods.

With the various advantages and strengths mentioned above, it is hoped that further development will make it even more perfect and meet the requirements and regulations to become a highly beneficial educational, reference, and literacy medium that is needed and easily understood and interpreted by people of all ages and backgrounds in the wider community.

Analysis of the Advantages and Disadvantages of the Prototype Research Product

After completing the prototype of this research product, the research team has identified both the advantages and disadvantages of the developed book product. Let's examine the strengths and weaknesses of this book product together as follows:

Table 3. Advantages and Disadvantages of the Development of the Prototype Research Product

KelebihanAdvantages	Disadvantages
a. The book is easy to understand for the general public.	a. The development cost of the book is quite high.
b. The book can serve as a lifelong reference.	b. The book's content components must be adapted to the current circumstances.
c. This book is the only reference with a unique theme that has not been previously available.	c. It is not easy to update the content, and it must always be adjusted to the current situation.

5. Conclusion

The preliminary study results in this research show that in terms of the urgency indicator for the research product, 110 respondents, or 85%, consider it very urgent, while 19 respondents, or 15%, find it not urgent. In terms of the indicator related to the awareness of maintaining health and fitness independently, 32 respondents, or 25%, have a high level of awareness, while 97 respondents, or 75%, have not yet developed this awareness. Regarding the indicator for educational materials during the pandemic and endemic periods, 103 respondents, or 80%, find it very relevant, while 26 respondents, or 20%, do not find it relevant. The indicator for solutions in the form of self-guided activities for health and fitness received results where 103 respondents, or 80%, find them very educational, while 26 respondents, or 20%, find them less educational.

The result of the development of the book is a book that is easy to understand. Additionally, the developed bosok provides information that serves as a solution to several critical issues of its time. This book can also serve as an educational, reference, and literacy medium for people from all walks of life, presented in clear and easily understandable language. The book offers various solutions in the form of exercise activities that can be done independently, with complete instructions and programs provided so that people can maintain their health and physical fitness in all situations.

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THE DESIGN INTERACTION OF HYFLEX LEARNING CLASSROOM FOR HIGHER EDUCATION: BENEFITS AND CHALLENGES

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Abstract

HyFlex learning is an innovative approach to education that is attracting increasing attention for its potential benefits. Several research results indicate the opportunity for HyFlex learning to create a learning environment that is more flexible and engaging than the fully online learning model or meeting physically in the face-to-face classroom. Introducing HyFlex courses also faces several challenges, including the interactive design of learning and classrooms. This paper describes the current state of HyFlex learning, its interaction design, classroom settings, benefits, and challenges in supporting teaching and learning in higher education. The data for this study were collected through a literature review and open-structured interviews. The results reveal that HyFlex learning has many benefits and challenges. HyFlex learning allows students to choose in-person or distance learning, increasing their motivation and inclusivity. Lecturers combine technology with digital literacy. However, it faces challenges, such as effective instructional planning, technical issues, connectivity, student motivation, time management, and cost implications. Social interaction and collaboration also require attention. The results also reveal that interaction design requires more attention to content, engagement, and assessment aspects for each HyFlex mode and supports classroom conditions with adequate technology infrastructure. These findings provide new information for the ongoing evaluation and development of HyFlex learning.

Keywords: Interaction Design, HyFlex Learning Classroom, Benefits, Challenges

1. Introduction

HyFlex learning is a more innovative approach to learning in Education and learning today and in the future. HyFlex learning has gained attention in education for its potential benefits. The results reveal the opportunity for HyFlex learning to create a learning environment that is more flexible and engaging than just online learning or in whole place [1]. HyFlex learning offers flexibility for students and instructors, allowing them to choose between attending classes face-to-face or accessing them remotely [2]; [3]. HyFlex learning can expand learning opportunities and improve student engagement, motivation, performance, and learning outcomes [4]; [5]; [6]. In addition, HyFlex learning enables greater access and equity to learning in higher education [7]. However, implementing the HyFlex course has some challenges [8].

Lecturers or instructors face challenges in designing and delivering HyFlex course content, especially in matching learning designs with available technology platforms [9]. Another challenge is how students communicate in different modes, which can affect their learning experience [10]. Lecturers must ensure an equitable learning experience and manage student engagement and participation in the HyFlex environment. Therefore, lecturers/instructors must know the challenges associated with the HyFlex learning approach and ensure they can effectively design and implement HyFlex courses [6]. Technical and connectivity issues may disrupt the learning experience for instructors/lecturers and students.

Overall, HyFlex learning offers a promising approach to education and learning, especially regarding flexibility, motivation, and better student learning outcomes. However, there is a need to understand the benefits and challenges of HyFlex learning in educational classrooms. Moreover, there needs to be more research results related to HyFlex learning because this study is still relatively new. To address research literature gaps, educators and policymakers can make informed decisions about the benefits and challenges of HyFlex learning in educational settings.

This paper aims to describe the current state of HyFlex learning, interaction design, classroom settings, benefits, and challenges to support teaching and learning in higher education. This article enriches the existing literature on HyFlex learning and provides insights for educators and institutions to implement and optimize HyFlex learning effectively in educational environments.

2. Literature Review

2.1 HyFlex Learning

HyFlex learning was first implemented by [11] in postgraduate courses. He noted a key feature of HyFlex is that it blends the synchronous online component with the face-to-face (Hybrid) component in one system and allows students to choose when and how they attend (flexible). In HyFlex learning, students can select the mode of participation independently. Students can choose to participate in in-person class sessions or complete learning activities online without physically attending classes based on their needs for a particular week or topic [11].

2.2 Design Interaction

Table 1. Examples of student-lecturer interaction in the HyFlex learning [12]

	Classroom (F2F)	Online Synchronous	Online Asynchronous
Content	Dynamic and engaging content presentation	Lecturers greet students online in the same way students in campus classes do	Lecturers accommodate online students in class recordings (video/YouTube) and recorded messages (voice recorder) for asynchronous students.
Engagement	Meaningful discussions; collaborative activities involving students and lecturers	Lecturers engage online students during in-class discussions and group activities.	The lecturer's presence in online discussions is clear, frequent, and contributes to the conversation over time
Assessment	Lecturers assess informal learning during content presentations and activities.	Lecturers intentionally provide interaction opportunities to support informal learning assessment during content presentations and activities.	Feedback to students during learning activities is timely, accurate, and significant (not abbreviated)

Interaction in face-to-face (F2F) classes, learning content is delivered through dynamic and exciting presentations, while lecturers present themselves directly to online students. Synchronous online courses offer an interactive range with meaningful discussions and active involvement of lecturers in group activities, creating an experience like traditional learning. Online classes are asynchronous, and student success material through recorded classes and recorded messages provides flexibility in learning schedules. Assessment in all three contexts in Table 1 involves informal assessment during presentations and activities, providing timely, accurate, and meaningful feedback to students.

More specifically, lecturers provide course content and activities in a structured and independent manner so that students can follow all course content and complete course requirements in a comparable way, whether

attending online, face-to-face classes, or in a combination of both. Therefore, learning design is at the core of HyFlex learning activities. The main characteristic of the core design itself is the navigation and learning resources present in the learning management system (LMS), as illustrated in the following diagram (Figure 1). This support includes subject orientation materials, a topic introduction, and directions for weekly instruction on navigating and choosing between on-campus and online experiences.
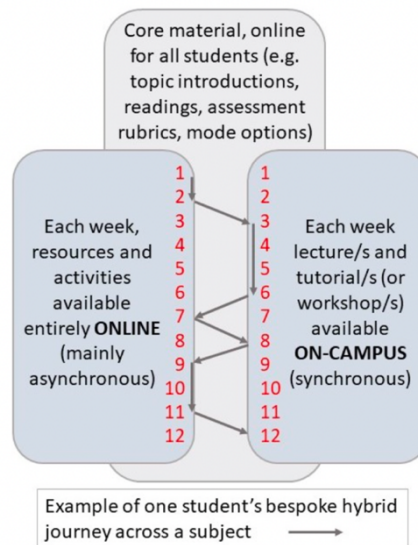
Figure 1. HyFlex learning core design [12]

HyFlex learning must also ensure students have the technology skills to access participation options. Further, [13] proposes three approaches to hybrid learning in higher education. First, students meet on campus and participate in asynchronous online activities. Second, they use synchronous meetings, social networking technology, and learning management systems combined with asynchronous work. Third, it allows face-to-face meetings to structure a course.

2.1 Setting HyFlex Classroom

The illustration in Figure 2 illustrates the arrangement of the HyFlex classroom and the technology infrastructure that supports it, as well as a simulation of the implementation of HyFlex Learning in Figure 3, which allows students flexibility in accessing and participating in learning, both face-to-face and through synchronous or asynchronous online learning environments.

Figure 2. Example of HyFlex class setup and technology placement [12]
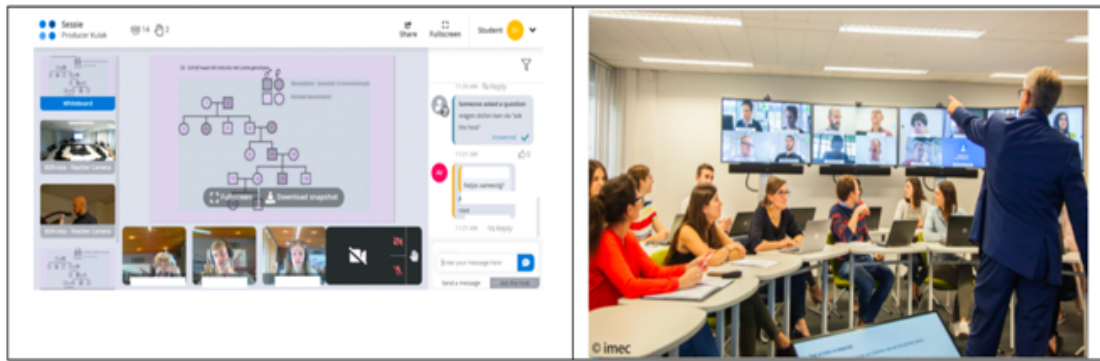
Figure 3. HyFlex classroom simulation [12]

3. Method

This research uses the literature review method. Primary data were obtained from structured interviews with ten students and secondary data from literature reviews. Structured interviews are a data collection method involving open-ended questions that analyze the benefits and challenges of implementing HyFlex Learning in higher education contexts. Secondary data from literature reviews from literature sources such as scientific journal articles, books, and previous research provide a solid basis for understanding the benefits of HyFlex learning. All data used should be referenced and follow ethical standards so that research and findings do not harm society, the environment, or academia [14]

4. Findings and Discussion

A structured interview consists of one open-ended question. The structured interview focuses on the benefits and challenges of HyFlex Learning in Higher Education. This structured interview is designed to detail the benefits and challenges of HyFlex Learning in higher education and provide valuable data for further evaluation and development of HyFlex learning.

Table 2. Students open-ended interview

Question	Benefits	Challenges
What are the benefits and challenges of learning HyFlex in its current and future implementation? Write it down briefly:	*"... I chose Hybrid/HyFlex because it saves time..."*	*"...Because my concentration when studying online is easily distracted compared to face-to-face learning in class."*
	"... In addition, it improves digital literacy skills."	*"... Because when face-to-face there is interaction that can't be felt when learning online..."*
	"... I chose blended/hybrid because it is more complete and has more choices."	*"... The network is bad, so the lecturer's voice can be disturbed."*
	"... Students are learning anytime and anywhere through online programs but are still allowed to discuss more intensively through face to face."	*'... I find it difficult to participate in online activities actively."*

"... Because it is more flexible and saves time if we choose synchronous online. ..."

'...the online materials are less varied, let alone more assignments...

"... Listen, pay attention, and look repeatedly at the material so that what I want to understand can be conveyed."

"... There is something said in discussion forums if only video or just text without discussion is lacking. Because we don't know the understanding of others, it's important to have a discussion when the learning is over."

"... Because I think online is more interesting."

"... Because I can divide my time more."

The interview results show that HyFlex learning has benefits in three different learning modalities. Students appreciate face-to-face learning because it facilitates understanding, increases enthusiasm for learning, provides positive psychological support, and allows for direct interaction and effective feedback. Synchronous online learning is preferred because it provides flexibility in timing, allows learning from multiple locations, and is fun. Asynchronous online learning is attractive because it will enable iterative learning, interaction through discussion forums, and time discipline. Combining three modalities in HyFlex learning provides flexibility, efficiency, and enhanced digital literacy capabilities. Students tend to choose a Blended/Hybrid approach to combine the benefits of different modalities and offer more options. However, it is essential to note that some interactions can only be found in face-to-face learning. Although HyFlex learning has many benefits, it faces several challenges, including concentration problems, loss of specific interactions, technical difficulties and inadequate internet network connectivity, engagement issues, learning content design, equality of learning experiences, and time management. In addition, what needs to be touched by the interview results is how to design effective learning for each HyFlex learning mode. How is the evaluation and assessment, as well as the readiness of the lecturer himself?

4.1 Benefits

The HyFlex model provides flexibility for students, allowing them to choose between attending classes in person or accessing them remotely [15]; [16]; [17]; [18]. This flexibility can accommodate students' needs and preferences, allowing them to customize their learning experience. Students can attend in-person classes or participate remotely via video conferencing, allowing them to tailor their learning experience to their needs and preferences [8]. This flexibility is especially beneficial for students who may have issues with schedules or other commitments that make face-to-face attendance challenging [19]. HyFlex learning also promotes student-centered learning. By offering multiple teaching modalities, such as face-to-face interaction and online resources, students can engage with the material in a way that best suits their learning style [20]; [6]; [21]; [22]; [17]; [23]; [24]; [25]. This personalized approach can increase student engagement and motivation, improving learning outcomes [4]; [26]; [3].

HyFlex learning promotes inclusive learning by ensuring equal learning opportunities for students who may face barriers to attending face-to-face in-person classes [1] or are underrepresented. HyFlex learning can accommodate students who may face obstacles to attending in-person courses, such as people with disabilities or those living in remote areas [1]. This inclusivity promotes equity in education and ensures all students have access

to high-quality learning experiences. In addition to its benefits for students, HyFlex learning also offers benefits for educators. This allows lecturers to harness technology to improve their teaching practice and provide a more interactive and engaging learning environment [27]. By combining online resources and technology, faculty can create opportunities for collaborative learning and personalized instruction [15]. This can lead to increased student participation and active learning, associated with improved learning outcomes [28].

Furthermore, HyFlex learning is a practical approach to improving the digital literacy skills of students and lecturers [29]; [30]. This is because it allows them to utilize technology in various learning contexts. Through HyFlex learning, students can learn flexibly in physical and online classes, honing their digital skills in accessing, assessing, and using information more independently. In addition, lecturers can use technology to provide more interactive and diverse learning materials and support the development of students' digital literacy more efficiently.

4.2 Challenges

HyFlex learning comes with its challenges. The challenge is the need for lecturers to effectively design and deliver content that serves students in person and remotely [2]; [6]. This requires careful planning and the use of appropriate instructional strategies and technologies. Lecturers must also manage student engagement and participation in a hybrid environment, ensuring all students have equal opportunities to interact with course material and peers [7].

Technical issues and connectivity issues can also pose challenges in HyFlex learning. Students and faculty may need help with internet connectivity, software glitches, or other technological problems that may interfere with the learning experience [31]. These challenges can lead to frustration and loss of learning time, hindering communication and collaboration between students and lecturers.

Another challenge is maintaining student engagement and motivation in the HyFlex environment. HyFlex's learning flexibility can sometimes lead to decreased accountability and lack of structure, affecting students' commitment to their studies [32]. [3] discusses how the flexibility of HyFlex learning can lead to variations in student attendance and participation. Lecturers must find ways to encourage active participation and ensure that all students, regardless of their participation mode, are actively involved in the learning process. In addition, from the side of the principal lecturers, students need self-regulation and time management skills. This is reinforced by the study results, which state that students need to manage their time effectively to balance their face-to-face and distance learning activities [26]. Students should be proactive in accessing course materials, participating in discussions, and completing assignments, regardless of their chosen mode of participation.

The cost implications of implementing HyFlex learning can be a formidable challenge for the Higher Education [33]. Adopting the technology and infrastructure required to support HyFlex learning can require significant financial investment [34]. Campuses must consider equipment costs, software licensing, training, and ongoing technical support. These economic considerations can pose challenges, especially for institutions with limited resources. Another challenge for students is the potential for reduced social interaction and in-person collaboration. Students may miss out on the social and networking aspects of a traditional face-to-face learning environment.

5. Conclusion

This paper describes the current state of HyFlex learning, its interaction design, classroom setting, benefits, and challenges in supporting teaching and learning in higher education. HyFlex Learning offers many benefits and presents various challenges in the field of education. HyFlex learning gives students flexibility, allowing them to choose between attending classes in person or accessing them remotely. It accommodates students' needs and preferences, promotes student-centered learning, and increases motivation and learning outcomes. In addition, this approach supports inclusivity by providing equal learning opportunities for all students, including those who may face barriers to attending in-person classes. For lecturers, HyFlex learning enables technology to improve student teaching and digital literacy. Thus, HyFlex learning effectively improved digital literacy skills in educational environments. However, HyFlex learning brings several challenges, including planning and using effective instructional strategies to support students in person and remotely. In addition, technical issues, unstable connectivity, and student motivation issues can interfere with learning experiences. Effective timing and self-management skills are also challenging for students. The cost implications for institutions must also be considered. Simultaneously, the potential loss of social interaction and in-person collaboration is an issue that needs to be addressed within the HyFlex environment.
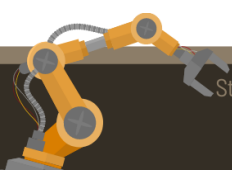
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CRISIS TO OPPORTUNITY TOURISM POLICY APPROACH FOR SOUTHEAST ASIA PASCA COVID-19

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Abstract

The aim of this research is to group the impact of Covid-19 in Southeast Asia based on 4 aspects. The type of research used is quantitative with a K-Means cluster approach. The locations used are Indonesia, Malaysia, and the Philippines. The sample selection used a non-probability sampling technique with proportional, namely countries with the highest number of tourist visits. The results obtained using the silhouette method are optimal clusters in 3 clusters where cluster 1 consists of 29 regions, Cluster 2 consists of 27 regions, and Cluster 3 consists of 8 regions. The policy recommendation for cluster 1 is that to develop happiness and occupancy levels, the government must support the development of the creative economy by providing financial support and training to local artists and creators. In Cluster 2 a possible recommendation is to develop environmental education programs for tourists, increase awareness about biodiversity and the importance of environmental conservation. Cluster 3 continues to maintain, encourage participation and empowerment of local communities, create training programs for residents to work in the tourism sector or develop sustainable businesses, strictly enforce rules and regulations to protect the environment and prevent illegal activities, and increase security to protect tourists and environment.

Keywords: K-Means, Tourism, Policy, Recommendation, Quantitative

1. Introduction

The COVID-19 pandemic has shaken the tourism industry around the world. The COVID-19 pandemic has had a major impact on the travel behavior of xenophobic tourists [1]. In the case of Africa, the impact of the international travel bans in Cape Town, apart from having no tourists arriving, has also had an impact on informal traders [2]. In the Southeast Asia region, there are 10 countries included, namely: Indonesia, Malaysia, Singapore, Thailand, the Philippines, Brunei Darussalam, Vietnam, Laos, Myanmar, and Cambodia. Countries in this region, most of which depend on the tourism sector as one of the main economic pillars, are experiencing serious challenges due to the increase in the number of cases and total deaths from Covid-19. Where the consequences result in a decrease in the number of tourists, trip cancellations, and a decrease in overall tourism activity [3].
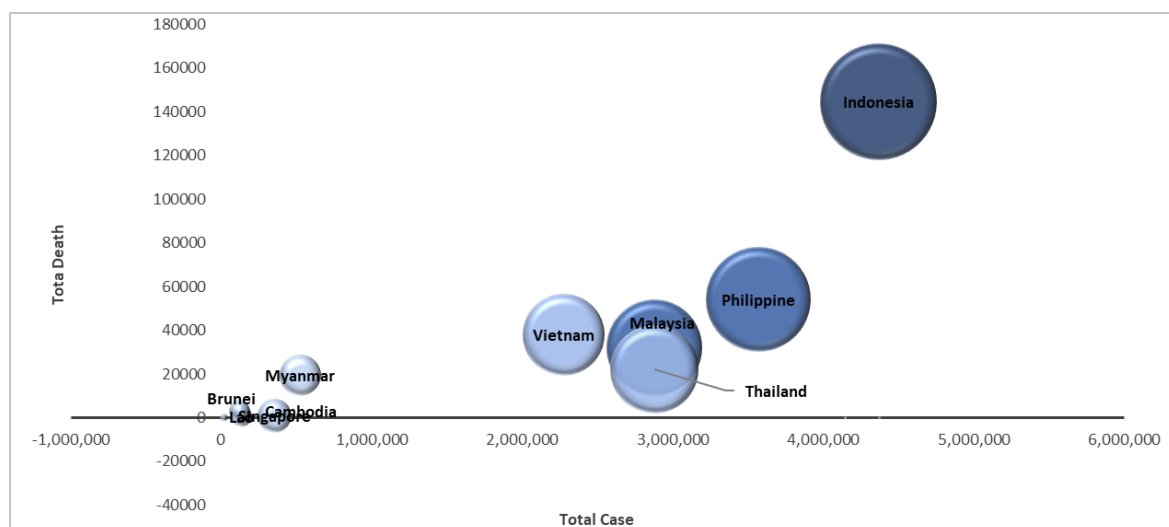

Figure 1. Total Case Vs Total Death

In Figure 1, Indonesia is the country in Southeast Asia with the most Covid-19 cases and the largest total number of deaths, not only Indonesia, the Philippines, Thailand, Malaysia and Vietnam are also experiencing the same problem and resulting in a crisis, especially in Southeast Asian countries [3]. This global health crisis is forcing countries in Southeast Asia to halt or limit tourism activities, causing significant economic impacts, including loss of jobs and income. However, during the crisis, an opportunity has emerged to change the tourism paradigm in Southeast Asia. Moreover, judging from the number of foreign tourists at each arrival gate from 2018, it indicates before the Covid-19 pandemic and 2019-2022 which explains the conditions during the Covid-19 pandemic [4].
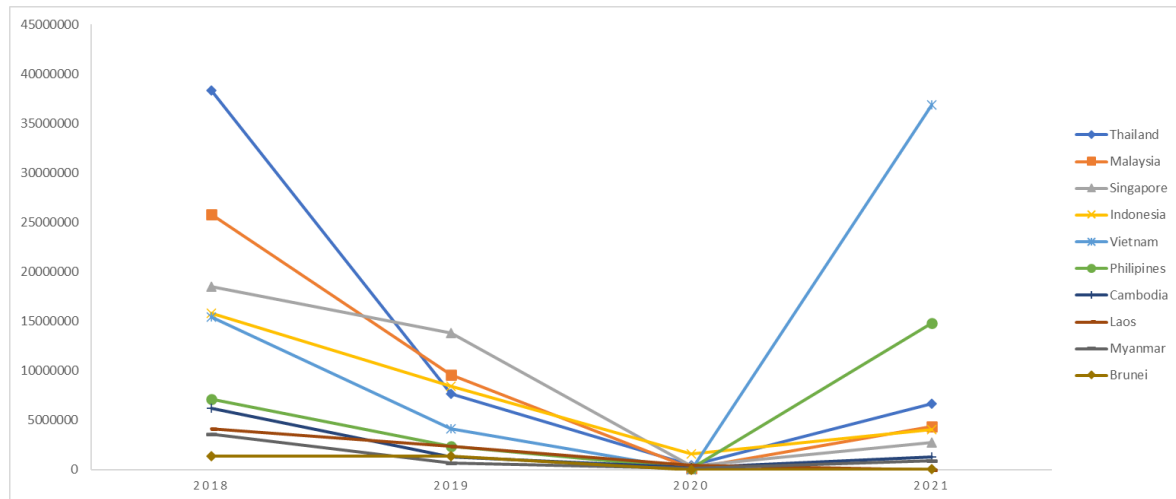
Figure 2. Total Visitor Asia Tenggara

Figure 2 shows a decrease in the number of tourists after Covid-19. Policies in the form of regulations in each country to reduce the impact of Covid-19 continued to be implemented at that time. Such as restrictions on travel for the public, the use of masks, and the elimination of activities involving many people. After going through Covid-19, which was very tiring for the government and society, the condition of countries in Southeast Asia continues to experience rapid improvement. It is proven that there will be an increase in the number of tourists in 2021, this is an opportunity for the formulation of new policies to increase tourism activities. There is a need for in-depth analysis and determination of tourism potential.

Using the K-means cluster approach can identify potential patterns and groups in post-COVID-19 tourism data. This approach makes it possible to understand traveler preferences, new travel trends, and destination development opportunities that may not be immediately apparent [4],[5].

The application of the K-means cluster algorithm to post-COVID-19 tourism data in Southeast Asia allows the identification of different travel patterns, tourist preferences and market characteristics. By understanding these clusters, governments and stakeholders can develop more focused, responsive, and innovative tourism policies. Destination selection, tourism promotion and infrastructure development can be tailored to the preferences identified within each cluster. In addition, implementing health and security protocols that suit the needs of each cluster can be key in building tourist trust.

Several studies conducted during 2021-2022 explain that the Covid-19 pandemic has had a significant impact on global business, including the tourism industry. Even though 2020 was supposed to be the "Year of Visit Malaysia" and the Malaysian government has made optimal efforts to prepare for it, the Covid-19 pandemic has made all these hopes not come true [6].

The "Crisis to Opportunity Tourism Policy" approach with K-means cluster aims to formulate adaptive tourism policies, taking advantage of post-COVID-19 recovery opportunities. By detailing policies based on tourist clusters and market characteristics, it is hoped that it can provide a strong foundation for sustainable economic growth, create jobs, and rebuild tourism competitiveness in the Southeast Asia region [5].

2. Method

This research adopts a quantitative research design with a clustering approach using K-Means. Quantitative involves statistical data analysis of tourist destination data obtained from several sources in 2022 [7]. The population of this research is tourism data in Southeast Asian countries. Meanwhile, the sample selection used a

non-probability sampling technique with proportional, namely the countries with the highest number of tourist visits in Southeast Asia, namely Indonesia, Malaysia, and the Philippines. This sampling technique provides flexibility in sample design, especially when the researcher wants to ensure that the sample size reflects a proportional comparison of subpopulations. Where each selected country has a different number of subregions. In 2022 Indonesia will have 34 provinces, Malaysia will have 13 regions, and the Philippines will have 17 provinces. Where each region has data which will be grouped based on 4 variables [8] in the table below.

Table 1. Research Variable

Variable	Notasi	Keterangan
Number of Tourist Visits	X1	Million
Room Occupancy Rate	X2	Percentage
Inflation Rate	X3	Percentage
Happiness Rate	X4	Percentage

Data collection in table 1 was carried out by accessing official resources and government agency databases, the United Nations World Tourism Organization (UNWTO), Airbnb and Traveloka websites. The analysis stages to answer the objectives of this research are as follows.
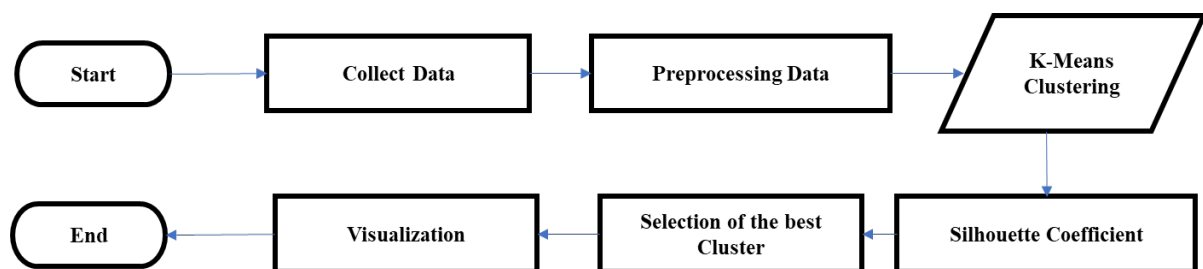
Figure 3. Research Flowchart

3. Result

3.1. Collect Data

This process determines the type of data needed for the crisis to opportunity tourism policy approach for southeast Asia post Covid-19, including statistical data on Number of Visitors, Room Occupancy Rate, Inflation rate and Happiness rate. Data sources come from national statistical institutions, regional government websites, and other official data sources.

3.2. Pre-processing Data

Data preprocessing is a series of steps or processes carried out on data before the data can be used for further analysis. The goal of data preprocessing is to clean, organize, and adjust data to suit the needs of the analysis or model to be used. Where in this research, pre-processing is used to select regions in each country with data that is not "null". This is because the K-Means Clustering process cannot be carried out if there is data that has the value "Null."

3.3. K-Means Cluster Data Southeast Asia

The overall research findings reflect the diversity of impacts of the COVID-19 pandemic on the tourism sector in Indonesia, Malaysia and the Philippines. From the data that has been grouped into variables, there is a relationship that can be explained using the following matrix.
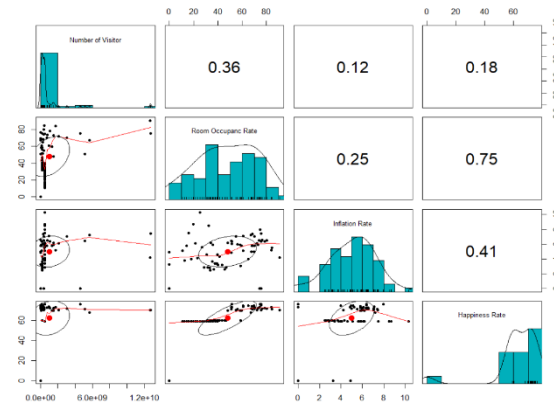
Figure 4. Correlation Matrix

In Figure 4, the condition of the relationship between the variables used in the research is obtained, where in mapping using the K-Means cluster it is necessary to have a relationship between variables so that the results obtained are not biased. The correlation value is between 0 and 1, where if the value is close to 1 the relationship is very strong, and if it is close to 0 the relationship is weak. The correlation value between Number of Visitors and Room Occupancy Rate is 0.36, which shows a strong relationship. The correlation value between Number of Visitors and Inflation Rate of 0.12 indicates a weak relationship, while the relationship between Room Occupany Rate and Happiness Rate of 0.75 indicates a strong relationship.

3.4. Best Cluster Selection

Selection of the best cluster is done using the Silhouette method. The advantage of Silhouette is that it can handle clusters of various shapes and sizes. In this research, the variables are various types of data taken from several regions in Indonesia, Malaysia, and the Philippines. The results in the silhouette determine the clusters that will later be used in mapping the crises and opportunities of post-Covid-19 tourism policy.
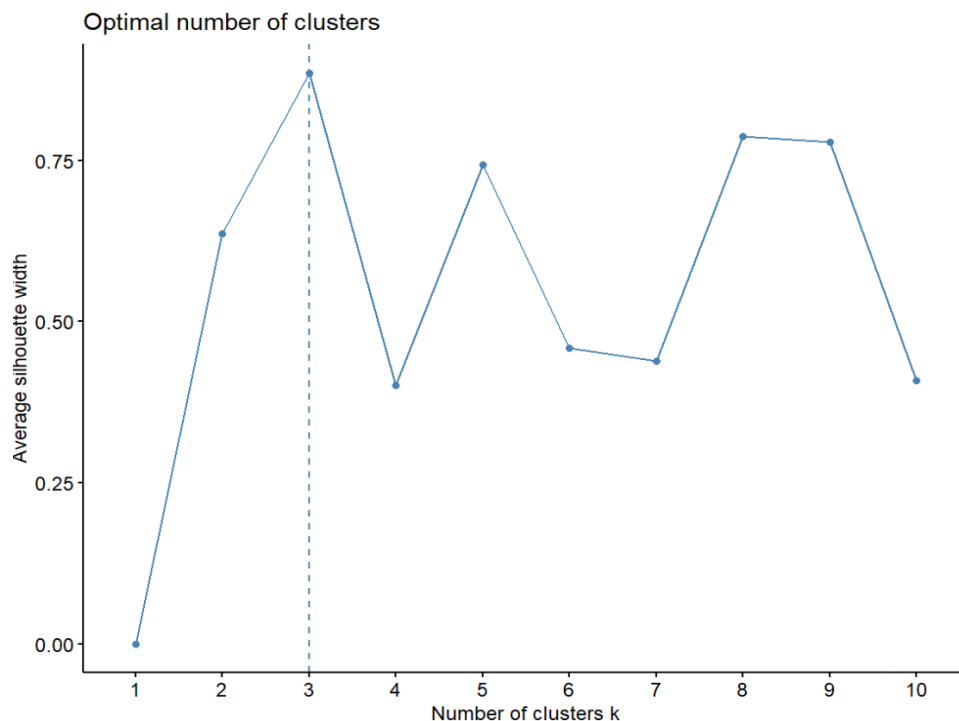
Figure 5. Optimal Number Cluster

Based on Figure 5, using the silhouette method, the optimal cluster is obtained in cluster 3. This optimal cluster will be used to divide the research area into 3 parts, where each part has characteristics that can be explained by its proximity.

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3.5. K-Means Cluster
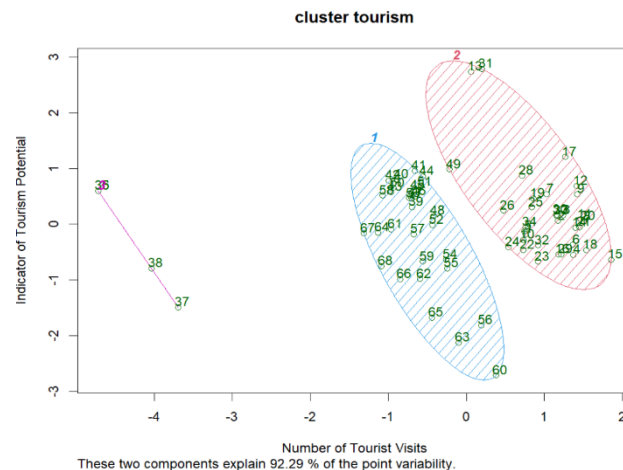
Figure 6. Cluster K-Means Result

Based on Figure 6, tourism areas in Indonesia, Malaysia and the Philippines based on the variable aspects Number of Visitors, Room Occupancy Rate, Inflation rate and Happiness rate are divided into 3 groups. Where group 1 is represented by 3.
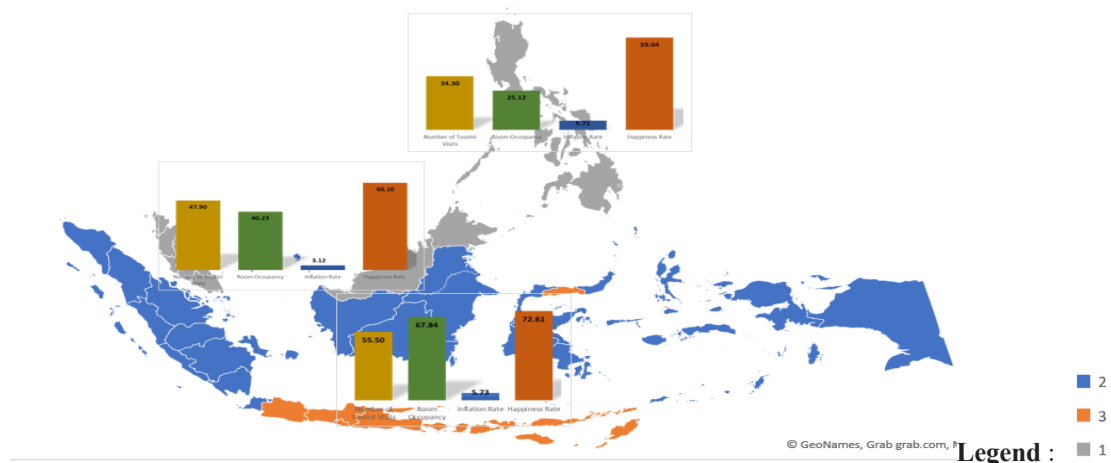
Figure 7. Mapping based on cluster results.

4. Discussion

4.1. How Serious it is?

In the era of the COVID-19 pandemic, the tourism industry in Indonesia, like in many other countries, experienced significant losses, 70% of the tourism industry closed in Indonesia. The following are several tourism conditions in Indonesia during the pandemic.

- Foreign tourists have a direct impact on hotel occupancy in Indonesia. In January-February, occupancy was still at 49.17% and 49.22%. However, in March it was 32.24%, and worsened as we entered April, namely 12.67% [9].

- The impact of the COVID-19 pandemic on Indonesia's tourism sector can also be seen from the reduction in working hours. Around 12.91 million people in the tourism sector experienced reduced working hours, and 939 thousand people in the tourism sector were temporarily unemployed.

- On the other hand, based on 2020 Central Statistics Agency data, the COVID-19 pandemic also has a direct impact on various jobs in the tourism sector. Around 409 thousand workers in the tourism

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sector lost their jobs due to the COVID-19 pandemic [10]. Meanwhile, in Malaysia and the Philippines, tourism conditions during the pandemic are also worrying, where based on data, due to travel restrictions in 2020 and 2021, the number of tourist visits to Malaysia fell by around 99 percent [9]. Workers in the tourism sector have lost their jobs, and if calculated the losses will reach 45 billion ringgits in 2021 of which a loss of 31 billion ringgit from the international tourism segment. Meanwhile in the Philippines COVID-19 has had a negative impact on industrial tourism by reducing Global Domestic Product (GDP) and other key macroeconomic and microeconomic indicators. In other words, the decline in tourism affects macroeconomic and microeconomic indicators. The impact of Covid-19 on the tourism sector is increasing unemployment rates, poverty, household vulnerability due to loss of income, and loss of jobs in the fields of transportation, travel agencies, tour guides, accommodation, food provision, and other sectors. In short, the collapse of the tourism industry has an impact on the economy, especially in countries like the Philippines that rely on it [12].

4.2. Opportunity tourism and its policy

Clustering is the process of dividing information into a collection of several groups where the information is similar in a larger group than the similarity of the information to information in other groups [13]. Clustering capabilities can be used to recognize deep structural information which can then be used in various applications. The results of the post-Covid-19 tourism opportunity cluster can be seen in Figure 7.

Cluster 1 is a gray area. The areas included in this area have the characteristics of (1) Low Number of Visitors, (2) Low Room Occupancy Rate, (3) High inflation rate, and (4) Medium Happiness Level.

Cluster 2 is colored blue. The areas included in this region are characterized by (1) medium number of visitors, (2) medium room occupancy rate, (3) medium inflation rate, and (4) high level of happiness.

Cluster 3 is colored orange. The areas included in this region are characterized by (1) High Number of Visitors, (2) High room occupancy rate, (3) High inflation rate, (4) Low Happiness Rate.

The cluster results can be used to develop steps to "Save" Tourism in Southeast Asia.

4.3. Policy recommendations

Findings from the variables Number of Visitors, Room Occupancy Rate, Inflation rate, and Happiness rate provide important insights for making policies in the tourism sector, becoming valuable references, especially for developing countries in Southeast Asia with similar tourism development conditions post Covid-19.

Policy development must prioritize ensuring resource utilization, Attractions, Amenities, Ancillaries, Activities and Accessibilities. Sustainability considerations, including. Strict monitoring of policy implementation requires a mature monitoring plan and responsible policy actors must meet professional standards. The strategy for developing tourism opportunities after Covid-19 must emerge from developing and increasing the Room Occupancy rate and Happiness rate. Meanwhile, to increase the number of tourists, government policy must be able to control fluctuations in the inflation rate.

If we look at the distribution of clusters in regions in Indonesia, Malaysia, and the Philippines, adjusting tourism development goals with national development goals, especially in the sector of increasing the economic sector and resilience in the tourism sector, facilitates the integration of infrastructure systems and capital sources. Indonesia, Malaysia, and the Philippines need to immediately adapt to connect regions in tourism activities and other supply activities to increase tourist demand.

In cluster 1 there are 29 regions from all regions in the Philippines and Malaysia except Penang and Selangor. The characteristics of this region are based on arts and culture. the recommendation is that to develop happiness levels and room occupancy the government must support the development of the creative economy by providing financial support and training to local artists and creators. Utilizing art and culture as a tourist attraction and a means of expression for the local community.

In Cluster 2 there are 27 regions from all regions in Sumatra, Sulawesi except Gorontalo, Kalimantan, and Papua. Based on their characteristics, to increase the number of visitors in this region the government must work together with the local community because this place is difficult for tourists to access. A possible recommendation is to develop environmental education programs for tourists, increasing awareness about biodiversity and the importance of environmental conservation. Implement rules requiring tour guides or educational information before entering conservation areas.
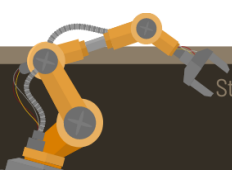
In Cluster 3 there are 8 regions: West Java, Central Java, Special Region of Yogyakarta, East Java, Bali, East Nusa Tenggara, West Nusa Tenggara, Gorontalo. Because this cluster has good characteristics compared to other clusters, it is recommended to maintain, encourage participation and empowerment of local communities, create training programs for residents to work in the tourism sector or develop sustainable businesses, strictly enforce rules and regulations to protect the environment and prevent illegal activities, and increase security to protect tourists and the environment.

Based on the discussion above, looking at all the variables used, there is a need for benchmarking with neighboring countries, especially countries with the same characteristics, namely (1) being in Southeast Asia, (2) developing countries, and (3) being affected by Covid-19, which will accelerate success. and globalization, fostering opportunities for connections and investment. Developing partnerships, controlling inflation and regional linkages are important forms of policy in finding tourism development opportunities in the global development cycle.

5. Conclusion

Based on the results of Cluster Analysis, it can be concluded that by using the Silhouette method 3 clusters were formed, where the countries in Southeast Asia taken as research samples were Indonesia, Malaysia, and the Philippines. After selecting variables, this research used 4 variables where the indicators were obtained from the number of tourist reviews on online travel sites and then the ones most discussed were selected. The cluster results using the K-means method show that Cluster 1 consists of 29 regions, Cluster 2 consists of 27 regions, and Cluster 3 consists of 8 regions. Policy recommendations are adjusted to regional characteristics. The weakness of this research is that it is not sharp in carrying out the analysis, this is because the research was only carried out quantitatively. In the future, research will be conducted qualitatively using content analysis methods. The benefit of further research will be more flexibility in data collection, this method can be applied relatively objectively, especially if the analysis categories and coding procedures have been clearly determined beforehand, the analysis is in-depth, and can help understand social, cultural, or societal conditions. the historical context of the text or content being analyzed.

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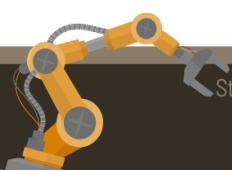
BECOMING A WHOLE HUMAN BEING THROUGH SPORTS

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Abstract

This paper unravels the meanings people with disabilities attach to sports as reflected in their lives and social contexts. This research is biographical narrative research, which is an effort to explore the intertwining of meaning through a person's life journey. There are two participants involved in this research, namely people with disabilities acquired from birth and people with disabilities acquired throughout their lives.

The results show an extraordinary phenomenon that may be little realized by everyone. Participants expressed the immense meaning of sports in their lives. They said that it was through sports that they seemed to be living as human beings. In addition, sport has become a more promising way of life and provides a higher social status for people with disabilities. The phrase "from zero to hero" is best defined as not just a jargon or provocative phrase in the title of a movie or novel. Through sport, people with disabilities have discovered this reality and have made a better life for themselves.

Keywords: *disability and sports, hominization, human existence*

1. Introduction

The worldview of disability in general and Indonesian contexts has always been evolutionary. In the beginning, a person's disability was often seen as a disgrace that had to be hidden. It was believed that a person's disability resulted from a curse, or a disease caused by behavior that became a punishment [1]. Through this perspective, in the past, children with disabilities would eventually be hidden at home and tended to be a burden on family life [2].

Even though modern thinking has moved on, this mystical perspective is still prevalent. On the other hand, although the development of the times has changed people's thinking, including the phenomenon of disability, it turns out that the unpleasant behavior experienced by people with disabilities is still actual. The way people, in general, perceive disability in the form of fear, strangeness, or pity still often appears and makes them feel uncomfortable.

Theoretically, perspectives that feel odd, unfamiliar, or frightening are indirectly formed based on one's understanding. In the Indonesian context, there is a lack of space that provides an understanding of the condition of disability. In various teaching materials in formal education in Indonesia, there is almost no material that provides a clear understanding of the condition of disability from the causes and characteristics accompanying it as a separate attitude or character that must be understood [1, 3].

There is a saying that a lack of understanding causes fear. Just like when someone is afraid of things that contain danger, such as venomous animals (snakes), electricity, and various other dangerous objects and creatures this is due to a lack of understanding of the characteristics and workings of each. For those who understand, the risk and danger can be minimized and even eliminated - so that it is no longer scary. This is also how the public views people with disabilities.

Being trapped in a minority view of their existence, persons with disabilities often receive unpleasant or even inhumane treatment. Various forms of insults and diatribes become something familiar to the lives of persons with disabilities, often even from their own families. On the other hand, even if a positive attitude emerges, it is often in the form of empathy and compassion, which is not something that persons with disabilities expect.

In its general interpretation, sport is always related to physical activity with prerequisites and criteria. In turn, this leads to a system that is relatively close to the involvement of people with disabilities.

Theoretical framework
Disability has the potential to cause low levels of self-confidence in people with disabilities. The low level of confidence in people with disabilities is because people with disabilities have shortcomings compared to humans in general. The results of research conducted on students in Turkey by Micoogullari, Odek, and Beyaz

showed that self-confidence is part of mental toughness [4]. Consistency is used as one of the basic needs of sports training with the assumption and continues to show the potential importance of sports mental toughness. The learning environment of physical education and sports represents the ability of a person with training and competition to increase determination, focus, confidence, and maintain control under pressure. Self-confidence can be used as a predictor of an individual's success in sports.

Development of achievements in Indonesian disability sports is carried out by a disability sports organization, which contains training activities carried out in stages, gradually and continuously, starting from the regional, national, and international levels under the authority of the Indonesian National Paralympic Committee (NPCI).

A Paralympian is an athlete who competes in the Paralympic games. They are athletes who have physical differences and different types of disabilities. However, the definition of Paralympian needs to explain what defines them. A Paralympian is brave. They have heart and soul at their core. The Paralympics or similar sporting events overcome obstacles that most people will never understand [5].

Paralympian refers to the term used for athletes with disabilities, while athlete is used as a substitute for the word nondisabled sportsman. Sports for people with disabilities are used as a medium to develop their potential and talents, considering that every human being, besides having deficiencies, also has advantages, abilities, and uniqueness [6]. The choice of an athlete for people with disabilities is understandable because, with sports media, people with disabilities can prove that they can compete and achieve achievements. Sports activities do not require many requirements, and everyone has the right to participate, including people with disabilities. Sports media will significantly assist people with disabilities in exploring their latent sporting talents and abilities so that athletes with disabilities can actualize themselves. The success of an athlete's self-actualization can be seen in his achievements.

2. Method

The method is how the researcher finds understanding aligned with the focus and objectives set. The method used in this research is a qualitative method with a narrative inquiry approach [7]. Narrative research is a literal form of qualitative research with strong relationships and literature that provides a qualitative approach where we can write in the form of persuasive literature. Narrative research is a narrative report that recounts a sequence of events in detail, mainly when applied to people with disabilities and is a crucial underpinning of the methods aspect of research [8-10]. In a narrative research design, researchers describe the lives of individuals, collect stories about people's lives, and write stories of individual experiences. Creswell emphasizes this approach, "A narrative approach allows for a rich description of experiences and an exploration of the meanings that the participants derive from their experiences. Narrative inquiry amplifies voices that may have otherwise remained silent".

According to Mertova in Using Narrative Inquiry as a Research Method, the core of the narrative inquiry method is the ability of this method to understand a person's identity and worldview by referring to the stories (narratives) that he hears or tells in his daily life. Stories are written through the process of listening to either from other people or meeting directly with research subjects through interviews. John Dewey used stories (narratives) as the starting point of his philosophy of education. For him, stories significantly influence the development of human self-awareness. Not only that, but for him, human society, in general, develops based on oral tradition (storytelling), which prioritizes education through stories. "Therefore, stories have a significant role in forming human thinking and character. If narrative plays such an important role in life, then research on it also helps us better understand the educational climate in a society". Narrative research is usually used when researchers want to create narrative reports of individual stories. Narrative research has a close relationship between researchers and participants. This is because the participants provide detailed information, and the researcher listens and reports back the story or information. So that participants feel that the story or information they convey is essential and can benefit others. In writing stories or information from participants, researchers use a qualitative approach where researchers can write in literary and persuasive forms.

Casey in Cresswell reveals the types of narrative research, including autobiography, biography, life history, personal experience stories, personal stories, personal documents, life history, ethnography, ethnopsychology, and others. Allen revealed that narrative research is categorized into descriptive and explanatory. In descriptive narrative research, researchers try to describe (a) some or all of the experiences of individuals and groups, (b) the relationship between a storyline and other storylines, and (c) the benefits of an event for human life. While in the explanatory category of narrative research, researchers try to make a story about how something happened. In this study, the author examines a character's biography, where the researcher writes and records the life experiences of others.
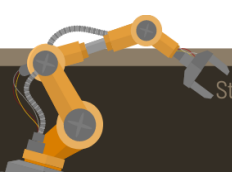
Participants and Research Sites

The subjects in this study were purposively five male and female Paralympians who have explored the stage of Paralympic sports events at the national and international levels and live in the Special Region of Yogyakarta. The researcher wrote and recorded; audio recordings became the backbone of their experiences tailored to the research questions [11, 12].

Data Collection

As a typical form of qualitative research, narrative research usually focuses on the study of a single person or individual and how that individual gives meaning to his or her experience through the stories told, collecting data by collecting stories, reporting on individual experiences, and discussing what the experience means to the individual [13-15]. This research uses the narrative inquiry method, where the author will retell the life story of the research subject. The author will try to describe all the results of his research clearly. The author will focus on the experiences of these athletes and explore those experiences, understand their past experiences, and see how those experiences contribute to present and future experiences.

In this study, the author uses field texts, such as stories, autobiographies, journals, field notes, letters, conversations, interviews, family stories, photographs (and other artifacts), and lived experiences, as the unit of analysis to examine and understand the training process in developing their profession as Paralympian athletes and to examine and understand the strategies and methods that the five athletes used in the process of achieving their highest sporting achievements to make an outstanding contribution to the field of disability sports and inspire other people with disabilities to participate in the historical traces they have made in various sports.

In narrative research, interviews are often conducted in an informal conversational manner to encourage these participants to tell their life stories straightforwardly. In this type of narrative research, the researcher wrote and recorded the stories of the five Paralympians with a focus that involved significant turning points or events in their lives and did not involve a record of their entire lives but a key point on the timeline of an episode that had connectivity to the most critical turning points and achievements in their lives.

Data analysis

Good narrative research reports stories about individuals' life experiences, organizes them into chronologies, places them in domains or contexts, draws some themes from them, and demonstrates close collaboration between the researcher and participants in the narrative project [16]. The researcher will focus on understanding past experiences concerning the present and future. Narrative research usually begins by asking interviewees to tell their life stories face-to-face or by listening to stories from people around them. Stories are collected through discussions, conversations, or interviews. The stories the author obtained were retold in the researcher's own words. The researcher does this to connect and sequence them. Then, the author will do Restorying, where the researcher will collect stories, analyze them with the critical elements of the story (time, place, plot, and scene), and then rewrite the story to place it in chronological order.

As with qualitative research, the author will group the data according to their themes. This is done after the author tells the figure of the five Paralympians in a story (restorying). Then, the author will describe in detail the context or setting where the individual experiences the central phenomenon. In this study, the author actively collaborated with the participants. Collaboration involves negotiating the relationship between the researcher and the participant to reduce the potential gap between the words of the narrative and the narrative report. Collaboration also involves explaining the purpose of the research to participants, negotiating the move from data collection to storytelling, and devising ways to engage with participants in the research.

The validity of narrative research lies not in the stability and objectivity of measurements but in the honesty and accuracy of the description of the human subjects. Narrative research has different criteria from other qualitative research in that the criteria used in traditional quantitative research do not apply to narrative research methods [17]. These criteria include the ability to find stories or data that are appropriate for research (access), honesty in reading and interpreting stories or data, truthfulness, the ability to establish close relationships with research subjects (familiarity), and the ability to receive notes and data and process them into meaningful research studies [18].

3. Results

The research data shows something relatively pleasant. Sport, in reality, is not only limited to being a space for physical activity. Furthermore, sports provide an extraordinary inner experience to the perpetrators. This is also symptomatic in the disability space expressed by the participants in this study. Through sport, people with

disabilities gain their dignity as human beings. The appreciation received through sport is not limited to an exhilarating material bonus (money). Instead, the community, even the government, appreciates them as heroes. This is something they never dreamed of and never got before while living with a disability.

Through the data analysis process, several research themes emerged as findings in the research process this time, including the following :

a. A new, more humanizing world for people with disabilities

From some of the participants' narratives, initially, people with disabilities seemed to get the same treatment and status in society, which tended to be alienated or considered strange because of the differences they had [19]. This is especially true for people with disabilities who have had them since childhood [20]. Yuni stated, "When I first entered elementary school, my friends often bullied me. Because my legs were deformed (clubfoot), they often teased me. What was more painful was that they sometimes did not tease me with words but by imitating how I walked, which was funny and strange to them. In the beginning, I took it for granted because, at that time, I was probably still a child - so it was easy to forget when it came to feelings.

Nevertheless, the insults were so painful when I started the third grade. It was not uncommon for me to cry and complain to my mother". The process of getting bullied did not stop even though Yuni tried to fight back with all her heart. "One sentence that my mother taught me at that time had made my friends stop teasing me, namely....try if you suffered or had legs like mine, how would you feel?". The verbal bullying process did stop. However, Yuni still felt distant in reality because she was perceived as a strange person at that time.

Yudi, a person with a disability who acquired his disability as an adult due to an accident, had to have one of his legs amputated to the thigh. "People do not mock me directly, but I hear them say a lot - how am I going to provide for my family with only one leg?". On the face of it, this was not a direct insult, more like compassion. However, this turned out to be something Yudi found distressing. Having only one leg left made him feel weak and helpless.

After entering the world of disability sports and becoming a sports athlete (Paralympian), they seemed to have found a new world. Gathering together with people who have the same condition, namely having a disability - makes them seem to be a ubiquitous thing, aka the same as others. "Gathering with friends to practice sports is like a new world. A world that all people with disabilities inhabit. So that mutual jokes and mockery become jokes that do not offend each other, hehe..." said Yudi.

b. Space to gain social respect

At first, entering the world of sports also presents new challenges for people with disabilities [21]. It can be imagined how they will do sports activities, while technically reaching the place to practice and prepare the equipment alone is difficult for them [22]. This reality becomes a challenge due to technical issues and raises a pessimistic attitude from the family and the surrounding community. "Just going to the training ground is asking for a report... that is how you want to exercise", according to Yudi, was the phrase of the people around him. However, this does not dampen his intention to exercise, apart from his longing to meet fellow people with disabilities in the field. "I am always eager to practice because, on the field, I will meet fellow disabled friends so that I can escape and forget the various pangs of sadness that I receive at home," said Yuni. After a while of practicing, it was not in vain when the ability was deemed sufficient in the end, allowing me to compete in several regional events and even continue to national events representing the region. At that time, the surrounding community, including the new family, understood and saw that people with disabilities had abilities that could not be underestimated. With all the limitations due to their disabilities, it turns out that they will produce achievements as long as they still have determination and perseverance. From here, people with disabilities feel that they get a proud social status and can be equalized with the community. People with disabilities are not weak people who should be pitied. Instead, like most people who also have potential if they focus on developing it.

c. As a life-sustaining professional space.

Sports today is no longer just a free physical activity. In its development, the sport has become a promising professional space. The same seems to be the case in disability sports. Being a Paralympian has the same opportunities and chances to get various material appreciations that are generally equal to athletes. Currently, the bonus given to Paralympians by the government is the same as that given to general athletes in every championship they participate in [23].

"The national event I participated in started in 2021 and has continued until now. The total bonus I have received is quite a lot. Alhamdulillah, I can repair my house, build a shop, and help my family's living needs at home," said Yuni. No less attractive was conveyed by Yudi, "I did not expect that in the end, this sport would be the source of my life." As athletes who always represent the region at national and international events, Yuni and Yudi are part of the integrated training program organized by the government. For this reason, they receive a monthly allowance that can be used to support their lives.
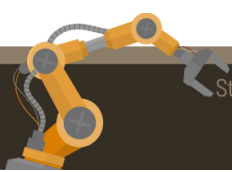
d. Becoming a hero through sports

"From Zero to Hero" is an expression that is a reality in Yuni and Yudi's life narrative. Many other Paralympians also experience this [24]. The condition of not getting recognition, even though it tends to be underestimated and ridiculed, is always the initial condition faced by disabilities. Not only that, in general, even people with disabilities are considered a disgrace and a burden to families and society.

Such a complicated situation, which puts people with disabilities in a downward spiral, can change when they turn fully into Paralympians. "Coming home from competing and being welcomed by the regent with flowers is an experience that not everyone gets; it makes me proud," said Yudi. Yuni also felt the same: "I never imagined that we would receive so many awards, even an official ceremony at the district office to honor our achievements. There is no difference now in the appreciation given by the government to normal and Paralympian athletes".

4. Discussion

As both Freud and Maslow said, the highest human need is actualization [25]. However, a person's situation will become very dry when he does not get recognition in the social space. Sociological studies state that a punishment for a person that is most tragic and sad is when he gets the condition to be in persona non grata in a social space [26]. He is not considered to exist or given status in a social structure.

People with disabilities often face various challenges and discrimination in society. These situations can be found in various aspects of life, including education, employment, accessibility, and social interaction. The following is an analysis of some of the situations experienced by people with disabilities and their references:

1. Employment Discrimination: People with disabilities often face discrimination in the workplace. They may face difficulties in getting a job or be unfairly dismissed. Studies show that the unemployment rate for people with disabilities is higher compared to the general population.

2. Physical Accessibility: Physical accessibility is often a barrier for people with disabilities. Buildings, transportation, and public facilities must often be designed to meet their needs. Research by Emerson shows that a lack of accessibility can isolate people with disabilities from society [27].

3. Inclusive Education: Although there is an increasing awareness of the importance of inclusive education, many schools still do not meet the needs of people with disabilities. Forlin, Chambers, and Loreman's research highlights the challenges of implementing inclusive education and providing adequate support [28].

4. Social Stigma: People with disabilities often experience social stigma and negative stereotypes. Society may limit their opportunities based on prejudice and incomprehension. Research by Link et all shows that social stigma can affect the mental health and well-being of people with disabilities [29].

5. Limited Access to Technology: Limited access to technology can be a barrier in daily life and work. People with disabilities may face difficulties in using specific devices and applications [30].

6. Economic Inequality: People with disabilities often experience economic inequality, including lower salaries and difficulty accessing financial services.

7. Lack of Access to Health Services: People with disabilities may face difficulties in obtaining health services that are appropriate to their needs.

At first, the facts that are symptomatic in the social space are also unavoidable in the sports space, which is, of course, very related to the physical. Physical incompleteness or disability is a factor that makes it difficult for people with disabilities to be actively involved in sports activities. However, it turns out that other facts are currently emerging as a breakthrough for people with disabilities through sports space [31]. Sport, which was originally an entity that was too far away from the world of disability, is now actually making space to be able to exist entirely. The skewed social perception of disability in the social space is felt by Paralympians to be reduced along with their achievements in the world of sports.

In addition, related to the increasingly vital discourse of the sports industry, being an athlete is not just an effort to obtain mere achievements. Furthermore, athletes have become a promising professional space to live [2, 21]. Various data show the value of contracts or fantastic bonuses for athletes who achieve achievements in various competitions. This is also prevalent in disability sports. Based on diligent training and achievements, financially being an accomplished Paralympian has a proud appreciation impact. So, the term of being a professional athlete in disability sports today is no longer a surprise. Various bonuses and financial awards are revealed to have been received by Paralympians who excel so that they can raise the economic status of their families and become a source of livelihood [32]. This eliminates the notion that people with disabilities are weak and should be pitied.
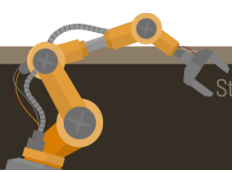
5. Conclusion

From the results of the study, it can be concluded that, through sports, people with disabilities rediscover their identity as human beings. Self-awareness as someone who has the ability and competes in life with other humans is obtained through sports. Persons with disabilities obtain various impacts ranging from social views and formal appreciation to financial benefits by becoming Paralympians. This breakthrough will inspire people with disabilities to keep an optimistic view of life competitively.

Acknowledgement

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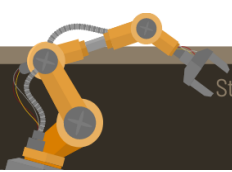
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COLLABORATIVE DIFFERENTIATION LEARNING IN THE CULTIVATION OF GOTONG ROYONG CHARACTER AS AN ELABORATION OF HISTORY LEARNING THROUGH THE SCIENTIFIC APPROACH

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Abstract:

Indonesia's young generation, as the nation's next generation, must have good character, a high sense of nationalism and patriotism. Therefore, history learning is present and plays an important role in the character building process of the younger generation, especially students in school. However, the classic method of history learning that is teacher centered, makes students bored, bored, and sleepy. The purpose of this research is to find out the implementation of the right history learning strategy for students. The development of a collaborative differentiated history learning model through a scientific approach is expected to increase students' interest in learning history subjects. Where this has a strong relationship with the Merdeka Curriculum which has been implemented throughout Indonesia since the 2023/2024 academic year. The Merdeka Curriculum is also related to the existence of the Pancasila Student Profile. This research uses a qualitative approach and a qualitative descriptive research strategy, whose data sources are obtained through literature review and observation (observation).

Keywords : History Learning, Collaborative differentiation, Scientific, Independent Curriculum, Pancasila Learner Profile

1. Introduction

Indonesia's young generation as the generation that will determine the future of the nation and state of Indonesia must be able to master technology in order to compete with other nations. However, in addition to mastering technological advances, the younger generation must also have good character in themselves, a sense of love for the country, and a high sense of nationalism. One way to foster a sense of nationalism in the younger generation is through history learning (Mauizah et al., 2021). History learning in national education in Indonesia has a very important role in efforts to build the character of students, including in increasing a sense of nationalism and love for the country. History learning also aims to foster a sense of social awareness and foster and cultivate a sense of national spirit in students (Santosa, 2017).

Conceptually, history learning has been taught to students since elementary school (SD) to senior high school (SMA). However, it turns out that at the formal education level there are various problems in the history learning process which ultimately make students less interested in learning history. According to Alfian in Asmara, (2019), it is explained that in formal education from elementary school (SD) to senior high school (SMA), the history learning that is carried out tends to only utilize historical facts as the main material, so that the history learning felt by students seems boring, less interesting, and undemocratic because it does not provide opportunities for students to develop their critical thinking skills to explore the meaning of a historical event. Conventional methods used by teachers in explaining history learning materials make teachers the main learning center of students and ultimately make students become bored, bored and even sleepy when learning takes place. Learning is done without ever understanding student readiness, student learning styles, and also student interests (Putri et al., 2019).

Referring to these conditions, it is necessary to use the right strategy to develop the right learning models, methods and media for students. One strategy that can be done by teachers is through the development of a collaborative differentiation-based learning model with a scientific approach. Sarie (2022), explains that differentiated learning is learning made by teachers to meet the learning needs of students in the classroom which includes learning readiness, interests, and learning profiles. In implementing differentiated learning, teachers need to think about the right actions, because differentiated learning does not mean learning by providing different treatments or actions for each student, nor learning that distinguishes between smart and less smart students.

In this regard, starting in the 2022/2023 school year, the Ministry of Education, Culture, Research and Technology enforces the implementation of the Merdeka Curriculum at the early childhood education, primary education, and secondary education levels. The implementation of the Merdeka Curriculum has an impact on building the character and competence of students in accordance with the Pancasila Learner Profile. The Pancasila

Learner Profile is a reference for educators in building the character and competence of students by considering six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity (Badan Standar, Kurikulum, dan Asesmen Pendidikan, Ministry of Education, Culture, Research, and Technology, 2022). The dimensions of the Pancasila Learner Profile, especially the gotong royong sub-dimension, need to be seen as a whole so that students become lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila. Therefore, it is necessary to develop a collaborative differentiated history learning model through a scientific approach as a strengthening of the character of the Pancasila Learner Profile (gotong royong) based on the independent curriculum in history learning.

2. Method

The research approach used is qualitative with a qualitative descriptive research strategy. According to Nawawi, descriptive research is a social field research aimed at solving problems by investigating the subject / object of research in the present to get real facts and as they are (Nawawi, 1990). According to Aggarwal & Ranganathan (2019), that descriptive studies are studies designed to describe the distribution of one or more variables, without regard to causal or other hypotheses. Qualitative research is research that focuses on aspects of deep understanding of a phenomenon (Agustinova, 2015). So that the final results of qualitative research emphasize meaning rather than generalization.

The data collection technique in this study uses library research and observation. The stages of library research are identifying and critically analyzing the facts found in the field, then interpreting them in writing to answer the problems posed. The nature of this research is limited to library collection materials, articles and journals. In addition to the literature collection, the data of this research is also obtained from the results of observation (observation) in the field temporally.

3. Results and Discussion

History learning is expected to be one of the tools that can increase the sense of nationalism and patriotism of Indonesia's young generation today, especially among students. History learning that is concentrated in one direction only (teacher center) can hinder the achievement of learning objectives and skilled graduates. Therefore, the development of a collaborative differentiated history learning model through a scientific approach is expected to be a solution to provide strengthening of the character of the Pancasila Student Profile (gotong royong) based on the independent curriculum in history learning.

According to Sapriya in Muhtarom et al. (2020), that learning history is a branch of science that studies the origin and development and role of society in the past that contains wisdom values that can be used to train intelligence, shape attitudes, character and personality of students. In line with this, Sulaiman (2012) explains that history is the study of humans in the dimensions of space and time. History does not study the past as the object of study, but history studies historical sources or relics from the past such as documents, archives, records and so on. Based on this explanation, it can be concluded that learning history is a process of teaching and learning activities between teachers and students to study events that occurred in the past with the aim that students are able to interpret events that occur and foster awareness of nationalism.

According to Breaux in Khristiani, et al. (2021), differentiated learning is learning students can learn subject matter according to their abilities, what they like, and according to their respective needs so that they are not frustrated and feel like failures in their learning experience. In line with this, according to Unu Nurahman in Setyawati (2023), differentiated learning is a manifestation of learning in favor of students that is designed, implemented and assessed to meet the individual needs of students by taking into account readiness, learning interests, and learning profiles.

Marlina in Faiz, et al. (2022), said that the purpose of differentiated learning in general is to coordinate learning that emphasizes aspects of student learning interests, student readiness in learning and learning preferences. While specifically differentiated learning includes 5 objectives, which include; 1) providing assistance for all students in achieving learning objectives; 2) increasing student motivation through learning stimuli so that student learning outcomes increase; 3) establishing harmonious relationships in the learning process so that students are more enthusiastic; 4) stimulating students to become independent learners and have an attitude of respect for diversity; 5) to increase teacher satisfaction because there is a sense of challenge in learning to be more creative and want to develop their teaching competencies. According to Maryam in Sarie (2022) the characteristics of differentiated learning include: 1) a learning environment that can create a comfortable

atmosphere for students to learn, 2) the curriculum has clearly defined learning objectives, 3) there is continuous assessment, 4) teachers respond or respond to student learning needs, and effective classroom management.

Based on this explanation, it can be concluded that differentiated learning is learning that is applied to meet the needs of students with careful and precise planning without any differences in treatment and actions to students. In the implementation of history learning, by using this method, teachers are expected to provide material by emphasizing aspects of students' abilities and interests. The aspects of readiness, learning interest, and learning profiles are important to be applied by teachers in the history learning process, so that history learning does not seem monotonous and teacher centered.

The scientific approach in the application of history learning is designed so that students are able to construct concepts, laws or principles through several stages, namely observing, formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions and communicating concepts, laws or principles related to historical learning material. In line with this, Sofianti & Afrilianto (2021), said that the scientific approach is a student-centered learning activity where students must dominate learning by carrying out several stages that are made to be more fluent in scientific thinking. In other words, in the process of learning history, students have a larger portion in developing material than the teacher's portion. This is implemented in order to have a positive impact on students in learning history, so that they are able to foster more creative and innovative thoughts related to the historical learning material discussed.

The National Education Goals in Indonesia can be translated in the form of a Pancasila learner profile. The Pancasila Student Profile needs to be understood and lived by educators and students so that it can be implemented in daily activities. Based on its important role, the Pancasila Learner Profile is the main reference that directs educational policies to build the character and competence of students through six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity. (Education Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology, 2022).

Educators need to develop all six dimensions thoroughly so that learners become lifelong learners who are competent, have character, and behave according to the values of Pancasila by considering the psychological and cognitive development stages of the learners' age. Then, each dimension of the Pancasila Learner Profile, especially the mutual cooperation dimension, consists of several elements and some elements are explained more concretely into sub-elements. The ability to work together is the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and more lightly. The elements of mutual cooperation are collaboration, caring and sharing. Pancasila students have the ability to collaborate because they realize that there is interdependence between people so that it encourages them to make optimal contributions in achieving common goals. In addition, Pancasila students pay attention and are proactive about conditions in the environment and society and have the ability to share which is shown by giving and receiving things that are considered valuable. In order to realize the profile of Pancasila teachers, it is necessary to integrate intracurricular activities, projects to strengthen the Pancasila Student Profile (curricular), and extracurricular activities (Lubis, 2023).

The existence of an independent curriculum in history learning in high schools today is expected to be able to support the values of the Pancasila Learner Profile embedded in students. The results of research found by Susanti (2023), show that through the implementation of the Pancasila Learner Profile in accordance with the indicators of the Pancasila Learner Profile, it will be able to form students with character in accordance with the values of Pancasila. In an effort to instill the values of the Pancasila Learner Profile, the role of the teacher is very important for students because the teacher is directly dealing with students, and the learning process, besides that the teacher also interacts with many students not limited to certain classes. Moreover, learning history in the independent curriculum is not only learned in the context of memorization, but students must also be able to contextualize various events that occurred in the past with current events, in order to evaluate and orient life in a better future.

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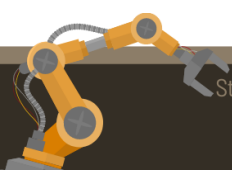
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DEVELOPMENT OF PHYSICS VIRTUAL LABORATORY BASED ON GUIDED INQUIRY TO IMPROVE STUDENTS' CRITICAL THINKING AND VISUAL REPRESENTATION SKILLS

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Abstract

This research aims to: (1) produce a guided inquiry-based physics virtual laboratory that is feasible based on expert assessment in the aspects of construction and content; (2) produce guided inquiry-based virtual laboratory media that is effective for improving students' critical thinking and visual representation skills. This research is conducted as a Research and Development (R&D) study using the 4-D development model, which encompasses the phases of define, design, develop, and disseminate. The define stage includes initial analysis, task analysis, concept analysis, learner analysis and specification of learning objectives. The design stage includes the preparation of test criteria, media selection, format selection and initial design of physics virtual laboratory media. The develop stage includes the assessment of physics virtual laboratory media conducted by experts from content aspects and construct aspects, limited trials and field trials. The disseminate stage includes dissemination carried out by introducing physics virtual laboratory media to physics teachers and students in several schools, published in indexed scientific journals and made intellectual property rights. Data analysis techniques include assessing product feasibility using a standardized scale. To test the product's effectiveness in enhancing students' critical thinking and visual representation skills, the general linear model (GLM) and effect size analysis are utilized. The results showed that (1) the developed guided inquiry-based physics virtual laboratory media was feasible based on expert assessment in the aspects of construction and content; (2) the developed guided inquiry-based physics virtual laboratory media was effectively used to improve students' critical thinking and visual representation skills.

Keywords: critical thinking skills, guided inquiry, physics virtual laboratory, visual representation.

1. Introduction

With the rapid development of globalization, technology and access to information, the twenty-first century is known as the century of openness. All aspects of human life are changing due to these advances, including education, politics, economics and health. The need for new skills that students must possess to deal with change and become high-quality individuals has increased as a result of the rapid progress in education. Critical thinking ability is one of the six essential competencies that students need to face the changes and become qualified human beings.

The ability to think critically is one of the important abilities that students need in the learning process [1,2]. Critical thinking skills can be developed through various types of activities such as analyzing, synthesizing, making considerations, creating, and applying new knowledge in the real world [3]. In the learning process, the ability to think critically becomes a crucial need that can help students to filter the information they get. Critical thinking skills encourage students to think actively, make considerations, scrutinize the knowledge received and make rational conclusions based on supporting reasons [4]. Critical thinking skills play an important role in the learning process as it gives students the opportunity to learn through their own experiences.

The results of observations at SMA Negeri 1 Sedayu show that students at the school have a low level of critical thinking. The indication of low critical thinking skills found is that students are only able to solve basic level physics problems (C1, C2, and C3) and have difficulty answering questions that require critical thinking skills (C4, C5, and C6). The results of previous research show that students lack mastery of physics concepts and do not have critical thinking skills to solve physics problems [5]. Low critical thinking skills include indicators such as providing arguments, induction, evaluation, and deciding on actions [6]. This can be caused by many things, one of which is the view that physics is uninteresting and difficult for students to understand. This impression arises due to the low interest of students and their desire to learn physics happily [7,8,9]. Another factor is because the use of learning methods during the learning process is dominated by the lecture method. Learning with the lecture method causes students to be less trained in developing their reasoning power and only use a small part of their mind's potential, this is the cause of the lack of development of students' critical thinking skills [10]. In addition, most of the learners also have confusion when connecting between the knowledge that has been learned and how the knowledge can be applied in everyday life.
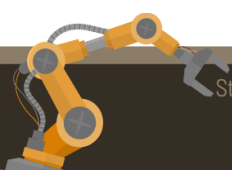
A very important element to help improve critical thinking skills is the application of learning models during the learning process. One of the learning models that can be used is the guided inquiry learning model. Guided inquiry is one of the learning models that allows students to be able to build their knowledge independently and help students to develop an understanding of the concepts learned [11,12,13]. In the learning process with the guided inquiry learning model, educators must be able to design learning methods that involve students actively and provide freedom to students to learn independently [14,15]. In this learning model, the role of educators is to be a facilitator who encourages students to develop their thinking skills, educators facilitate investigations by asking questions that encourage students to conduct further research [16]. In guided inquiry, the educator no longer acts as a giver of information and students as recipients; instead, the educator makes a learning plan or experimental steps, and students conduct investigations or experiments in accordance with the learning plan made by the educator [17].

This guided inquiry approach encourages students to take primary responsibility for their own learning through their participation in experiments or practicums designed by educators who only have a guiding and supporting role [18]. This model provides direct opportunities for learners to be involved in the learning process and utilizes all aspects of the abilities of learners. The involvement of students in the learning process can increase students' confidence in their own abilities and the results of the learning process will be more meaningful and stored in long-term memory [19]. This guided inquiry learning model can train students to build understanding, answer, think smart and think critically in finding various alternative solutions to problems raised by educators. Through interviews with physics teachers at SMA Negeri 1 Sedayu, researchers found that teachers have not used the guided inquiry learning model during the learning process.

Another ability that learners must have is the ability of visual representation. Studying physics requires a special language of physics, a special language of physics is a combination of the integration of text, visual representations (i.e. diagrams, pictures, graphs, maps, tables, charts) and mathematical expressions (i.e. equations) [20,21,22]. Text, math and visual representations are needed to represent abstract and complex physics concepts and explanations, because the ability of verbal language to describe them is very limited. Visual representations are often utilized to show certain objects, phenomena, processes, ideas and/or systems. Visual representations allow us to observe unobservable entities in every phenomenon, examples are light, atoms and cells [23]. There are two uses of visual representations in supporting the physics learning process, namely interpretative and constructive [24]. In the first interpretive benefit, students learn from visual representations that are intended to help students "see" abstract scientific concepts. For example, students can look at pictures of lines of force to understand the concept of gravity. In the second constructive benefit, students are encouraged to generate visual representations to learn physics instead. An example would be if students draw gravity force lines after understanding a given physics concept. Regardless of the interpretative or constructive use of visual representations for physics learning, these various uses demonstrate their potential to help students form a full understanding of physics concepts.

Initial research conducted at SMA Negeri 1 Sedayu showed that students have difficulty understanding information presented in graphs, images, diagrams and tables. The learning process in schools currently focuses on the process of honing students' ability to solve physics problems by utilizing physics equations, so that students' mathematical representation skills become the main goal in the learning process. In fact, to learn physics and for students to gain a complete understanding, students not only need mathematical representation skills, but also need other representation skills such as verbal representation and visual representation. The use of appropriate representations on the concepts taught makes students not only memorize physics formulas but also able to understand the concepts. Therefore, visual representation is an important aspect in the learning process and efforts are needed to improve visual representation skills.

One of the media that can be used to improve students' critical thinking and visual representation skills is a virtual laboratory. Virtual laboratory is an innovative computer technology-assisted laboratory that helps learners and teachers to conduct experiments in a virtual environment [24]. The use of virtual laboratories can optimize the quality of the learning process because it is learner-oriented and increases learner activeness. Visuals that are simulated in the form of movement and animation can help educators in teaching physics concepts [25]. This virtual laboratory utilization solution in addition to overcoming the limitations of practicum tools in schools also provides opportunities for students to explore and learn independently by conducting virtual experiments in the environment. The results of previous studies show that the use of virtual laboratory media can improve students' critical thinking skills [26,27,28].

Virtual laboratories attract students because they offer fun experimental activities that encourage them to discover and build understanding independently. Virtual laboratories facilitate learners to observe experiments, manipulate variables, observe experimental data and conclude experimental results to meet learning objectives [29]. Through the use of virtual laboratories, students are given the opportunity to re-do experiments that have not been precise and can deepen the desired experimental experience, besides that experiments conducted in virtual
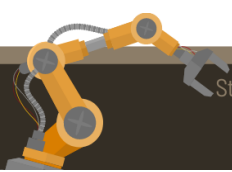
laboratories require less time [30]. Therefore, virtual laboratory technology is needed that allows students to conduct experiments freely in a virtual environment.

2. Method

This study uses a Research and Development (R&D) research design and uses the 4D model. using the 4D model by Thiagarajan [31]. The 4D model consists of; Define, Design, Develop, and Disseminate. The subjects of this study include 278 grade XI students who participated in instrument trials, 6 students in limited trials, and 102 students in field trials. The sampling technique employed is simple random sampling to assign students to experimental 1, experimental 2, and control classes. The research design used is a non-equivalent pretest-posttest control group design. Research instruments consist of both tests and non-tests. Test instruments include pretests and posttests measuring students' critical thinking skills and visual representation. Non-test instruments encompass product feasibility questionnaires, test instrument review questionnaires, and student readability response questionnaires.

Data analysis techniques include assessing product feasibility using a standardized scale, evaluating test instrument validity using Aiken's V, and performing item analysis using the partial credit model (PCM) based on item response theory (IRT).The effectiveness of using physics virtual laboratory products to improve critical thinking skills and visual representation of experimental and control class students in statistical tests on the General Linear Model (GLM). Before the statistical test is carried out on the General Linear Model (GLM), the prerequisite test is first carried out. The General Linear Model (GLM) analysis functions, namely: (1) test whether there is a difference (2) test whether there is an increase in the pretest-posttest score of critical thinking skills in experimental class 1, experimental class 2, and control class; (3) determine the effective contribution of the use of physics virtual laboratories in improving critical thinking skills and visual representation of students. The results of the effective contribution are seen from the Partial Eta Squared value and the cohen f value. While the Cohen's f category can be interpreted in Table 1.

Table 2. Interpretation of effect size value [32]

No.	Cohen's f	Interpretasi Effect Size
1.	0,00 – 0,10	Small
2.	0,11 – 0,25	Medium
3.	0,26 – 0,40	Large

3. Results

Data analysis techniques used to test product feasibility from the content and construct aspects using a standardized scale. The results of the feasibility assessment of physics virtual laboratory media based on guided inquiry in the aspects of content can be seen in table 2.

Table 3. Product review results of physics virtual laboratory aspects content

Aspects	Average Score	Category
Content eligibility	4,19	Very good
Presentation	4,05	Very good
Linguistics	4,00	Very good
Specificity of physics virtual laboratory	3,83	Very good

The content aspect of the physics virtual laboratory product is reviewed based on 4 aspects, namely aspects of content feasibility, presentation, language and distinctiveness of the physics virtual laboratory. The results of the expert assessment show that all aspects fall into the very good category. So it can be concluded that the physics virtual laboratory media in the content aspect developed is very feasible and ready to be used in school learning.

The results of the feasibility assessment of the guided inquiry-based physics vritual laboratory media on the construct aspect can be seen in table 3.

Table 4. Product review results of physics virtual laboratory aspects construct

Aspects	Average Score	Category
Graphics	4,01	Very good
Technical quality and usage	3,94	Very good
Specificity of physics virtual laboratory	4,00	Very good

The construct aspect of the physics virtual laboratory product is reviewed based on 4 aspects, namely aspects of graphics, technical quality and use, and the specificity of the physics virtual laboratory. The results of the expert assessment show that all aspects fall into the very good category. So it can be concluded that the physics virtual laboratory media in the construct aspect developed is very feasible and ready to be used in school learning.

Statistical tests on mixed methods ANOVA were used to determine how efective the use of a virtual laboratory was in improving critical thingking skills and visual representation ability. The mixed-methods ANOVA analysis aims to: (a) test whether there is a diference in the pretest-posttest score of critical thingking skills and visual representation ability in each group, (b) test whether there is an increase in the pretest-posttest score of critical thingking skills and visual representation ability in each group, (c) find out the amount of efective contribution the use of virtual laboratory products in improving critical thingking skills and visual representation ability.

The first one is to know whether there is a difference in pretest-posttest scores of critical thinking skills and visual representation ability of experimental class 1, experimental class 2, and control class can be seen by looking at the results of the test of within-subjects effect univariate in Table 4. Based on Table 4, it is known that the significant value of Greenhouse-Geisser is 0.00, which is <0.05. The criteria used for withdrawing or rejecting hypothesis 2 is if the significance value (2-tailed) <0.05 then H_0 is rejected and H_a is accepted. Based on the results obtained, it can be concluded that there are differences in pretest and posttest scores of critical thinking skills and visual representation from experimental class 1, experimental class 2, and control class.

Table 5. Test of within-subjects effect univariate

Within-subjects effect univariate	Measure		Sig.
time*Kelas usage	Greenhouse-Geisser	Critical thinking skills	0,00
		Visual representation	0,00

To know whether there is an increase in the pretest-posttest score of critical thinking skills and visual representation in each group can be seen by looking at the Pairwise Comparisons output of the GLM test statistics. Data interpretation for Pairwise Comparisons output is if the significance value obtained is smaller than 0.05 (p < 0.05), it can be concluded that there is an increase in pretest-posttest scores. Pairwise Comparisons output results can be seen in Table 5.

Table 6. Pairwise Comparisons Output

Variables	Class	Measure mean difference between pretest posttest (I-J)	Sig.
Critical thinking skills	E1	-20,000	0,00
	E2	-10,059	0,00
	C	-6,706	0,00
Visual representation	E1	-30,588	0,00
	E2	-10,000	0,00
	C	-4,412	0,00

Based on the table 5, the significant value for the variables of critical thinking ability and visual representation in the experimental class 1, experiment 2 and dick is 0.00. This value is <0.05. The criteria used for withdrawing or rejecting hypothesis 2 is if the significance value (2-tailed) <0.05 then H_0 is rejected and H_a is accepted. Based on the results obtained, it can be concluded that there is an increase in pretest and posttest scores of critical thinking skills and visual representation from experimental class 1, experimental class 2, and control class.

The amount of contribution of guided inquiry-based physics virtual laboratory media developed to critical thinking skills and visual representation can be seen in the Effect Size test results. The results of the Effect Size test are based on the Effect Size formula on the Eta Square value and the results of the Cohen's f calculation can be seen in Table 6.

Table 7. Results of Cohen's f analysis

Variables	Eta Square	Cohen's f	Interpretation
Critical thinking skills	0,329	0,35	Large Effect Size
Visual representation	0,264	0,27	Large Effect Size
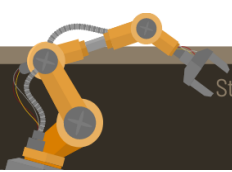
Based on the results of the Effect Size test analysis on the Eta Square value and the calculation results of Cohen's f, the Eta Square value for critical thinking ability is 0.329 where the Cohen's f value is 0.35 which indicates that the Effect Size is in the Large Effect Size category. While the Eta Square value for visual representation ability is 0.264 where the Cohen's f value is 0.27 which indicates that the Effect Size is in the Large Effect Size category. Based on the above analysis, it can be concluded that the development of guided inquiry-based physics virtual laboratory media is effective and has a major influence on improving students' critical thinking and visual representation skills.

4. Discussion

The results of the analysis show that the guided inquiry-based physics virtual laboratory media developed is considered feasible from the content and construct aspects based on expert assessment.

The effectiveness of the use of guided inquiry-based physics virtual laboratory media in learning process is viewed by comparing the increase in the critical thinking skills and visual representation of students in the experiment 1, 2, and control groups during the feld test. The results of data analysis showed that the efective contribution separately in the experiment 1 group (using guided inquiry-based physics virtual laboratory) in increasing the ability of students critical thinking skills and visual representation was greater than the experiment 2 group (using another virtual laboratory) and control group (using the media used by the teacher).

The utilization of virtual laboratories can improve learning because it is learner-oriented. Virtual laboratories provide opportunities for learners to learn by experimenting, provide fun experimental activities that encourage them to discover concepts independently and involve high learner interactivity [33,34]. A virtual laboratory can be an interactive experience where learners can experiment, repeat experiments that went wrong or to deepen the desired experience, observe how parameters change and the resulting effects, manipulate variables, data, or phenomena in order to meet learning objectives [35,36,37]. Through virtual laboratories, students have the opportunity to make mistakes with little impact when compared to real laboratories, which can increase student confidence during the experimental process. In addition, virtual laboratories can help students to conduct experiments virtually that are difficult to do in real laboratories due to lack of equipment, expensive materials and/or dangerous situations [38]. Furthermore, in virtual laboratories, students can observe visual representations of natural phenomena, collect data, make predictions, and write hypotheses, so that students will be actively involved in the scientific investigation process [39].

The guided inquiry learning model integrated in the virtual laboratory also has a positive impact. The application of the guided inquiry model provides opportunities for students to learn deeply and build meaningful understanding because the guided inquiry environment supports and motivates students to learn independently [40]. Teachers design learning that involves students to conduct investigations independently with the help of virtual laboratories developed. The guided inquiry process directly trains learners to have a scientific attitude, which is able to solve problems systematically after going through a scientific process. The scientific process can be carried out by students in the process of experimentation and practicum in a virtual laboratory. Guided inquiry uses scientific activities in a real context through experiments to create new understanding, thus, students are actively involved in the scientific process [41].

Virtual experiments have a disadvantage because they do not provide direct experience to individuals because experiments are carried out virtually through computer hardware or laptops. In traditional laboratories, students learn about the complexities of physics practicum that will deal with unexpected events, such as measurement errors, while virtual experiment research variables are programmed by the manufacturer [42]. In virtual laboratories, important aspects such as process aspects and attitudinal aspects of students cannot be maximally developed. Virtual laboratories are more suitable to be used as a complement to traditional laboratories, namely as a place where students can do exercises before doing actual practicum in traditional laboratories. This is supported by the results of research conducted by Kapici which shows that the use of virtual laboratories combined with hands-on practicum can increase students' knowledge compared to using only one way of practicum [43].

So basically, virtual laboratories cannot replace the important role of traditional laboratories. However, physics virtual laboratories can be used to support and complement the lack of laboratory equipment in schools. Virtual laboratories combined with guided inquiry learning models also have a positive influence in increasing the independence and activeness of students in carrying out the scientific process. Traditional laboratories alone are not enough, so technology and the right learning model needed to support it, such as virtual laboratories based on guided inquiry. Based on the overall trial results, virtual laboratory products combined with guided inquiry models can effectively improve students' critical thinking and visual representation skills.
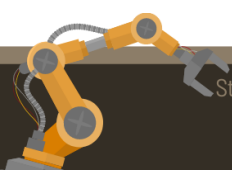
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DIGITAL MUSEUM: EDUCATIONAL TOURISM DEVELOPMENT INNOVATION TO IMPROVE LEARNER LITERACY IN SENIOR HIGH SCHOOL

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Abstract

The decreasing role of museums and the stereotype of museums that lack innovation also have an impact on the lack of reading levels of Indonesian society. Museum digitization was carried out as a first step in increasing public interest in museum visits and student reading. The edu-tourism approach is applied as a new innovation in providing learning experiences. This research applies RnD research through the ADDIE model. This research is expected to increase students' literacy interest through virtual visits to museums.

Key word : digital museum, ADDIE models, literacy, and edu-tourism.

1. Introduction

Museum is literally translated from the word "Mouseion" a form of Latin which means a temple for nine muze gods. The Muze gods, children of the god Zeus, have the task of entertaining (Asmara, 2019: 14). Indonesia defines museums in accordance with what is stated in Government Regulation (PP) of the Republic of Indonesia Number 66 of 2015 that museums are institutions with the role of protecting, elaborating, using collections and presenting to the public (Republik Indonesia, 2015). On August 24, 2004 the International Council of Museums at its 22nd general conference in Vienna, Austria formulated the definition of a museum as a permanent institution, not for profit, focused on community service and its development, open to the public, which cares for, collects, researches and represents and demonstrates cultural heritage and its environment both in the form of objects and intangible with the aim of education, research and recreational facilities (Oktaviani, A., & Rifai, D. M., 2023: 15).

Museums have a role as a protector, development and utilization of collections regulated in the Law of the Republic of Indonesia Number 11 of 2010 concerning Cultural Heritage. In its implementation, the Museum has an administrator called a curator (Republik Indonesia, 2010). This role certainly also pays attention to aspects of public accommodation to the Museum. The ease of visiting the public needs to be considered by the founder of the Museum. The role of the museum is currently starting to increase again after the Covid-19 outbreak which forced several museums to close due to the implementation of PSBB (Large-Scale Social Restrictions). Said one of the curators in the Yogyakarta Batik Museum, Didik Wibowo, The high number of Covid-19 cases and government policies related to breaking the Covid-19 chain have made the museum empty of visitors and required the museum to close access for visitors during the visit of UNY students to the Batik Museum.

Based on the above problems, it becomes a strong reason for museum development. The innovation offered in this research involves a digital website as a mediator of museum accommodation with the community. In addition, it can also be a strategic marketing medium in the era of technological development. Highlighting this aspect, of course, soft skills are needed as the capital needed including graphic design, video editing and basic animation (Tawami, T., & SARI, R. P., 2022: 2). Of course, in its development this research leads to research and development research.

Website is defined as the provision of information via the internet that can be accessed throughout the world as long as there is a connection with the internet in the form of pages or pages (Warmayana, I. G. A. K., 2018: 88). Based on this definition, it certainly makes it easier for museums to disseminate information from collections. Not only that, the role of the museum can be maximized in educating the wider community. This innovation is an update in this research. The concept of a digital museum utilizes the overall function of the website in promoting and informing collections in the museum. Of course, the main focus in this research is as a means of educating students in obtaining information in the museum.

The development of digital-based museums focuses on aspects of Edu-tourism or educational tourism. Educational tourism can be defined as a form of tourist visit to a tourist attraction that aims to obtain a learning experience directly, this opinion is supported by Rodger, 1988 cited by Ratih, N. in Juwita, T. et al. Smith and Jenner's 1997 perspective defines educational tourism as a form of tourism trend that collaborates recreation and

education with learning outcomes in tourism visits (Priyanto, R., Syarifuddin, D., & Martina, S., 2018: 34). The development of educational tourism has several types. This classification was conveyed by Gibson, 1998; Holdnak & Holland, 1996; Kalinowski & Weiler, 1992 (in Priyanto, et al, 2018: 35). These types include ecotourism, cultural heritage tourism, rural/agricultural tourism, and student exchange between institutions.

Based on the explanation above, the role of the museum in the educational aspect of the community and the limited accommodation in the museum make the role of the museum less attractive to the public. Wijayanti in saying that the boring image in the museum, tourism activities that are less fun, museum community labeling of ancient, dirty, unattended, dark and haunted buildings are serious problems in public interest in museums (Prasetyo, Danang, et al., 2021: 3).

Based on the definition above, it can be concluded that digital museums are a new innovation in strengthening the role of museums in education. This concept is packaged in the form of edu-tourism which is defined as a fusion between tourism with the output of learning and recreation experiences. This research study is expected to be the first step in developing museums and strengthening museums through the concept of edu-tourism which can later develop through several connectivity between museums through digital media.

2. Research Methods

The method applied in this research applies the Research and Technological Development (RnTD) method and is reviewed through the ADDIE model. The RnD method can be understood as a form of research method with the aim of producing new product designs, testing the effectiveness of existing products and developing and creating new products. (Yuliani, W., & Banjarnahor, N., 2021: 111-118) In its development, the RnTD research method has several implementation models including, 1) the Brog & Gall model, Hoge, et. al. Al., 2) Hannafin & Peck model, 3) Criswell model, 4) ADDIE model, 5) CBI model and others (Gustiani, S., 2019: 13-19).

RnD research using the ADDIE model was used to design the basis of the work program in the development of the digital museum. ADDIE can be defined as a form of instructional design centered on the development of digital museums with direct and long-term, systematic stages and a systems approach to knowledge and human learning (Hidayat, F., & Muhamad, N., 2021: 28-37).

ADDIE is an acronym for Analyze, Design, Develop, Implement and Evaluate. The five stages have some understanding of the actions and descriptions studied. At the analysis stage, researchers conducted an analysis related to the determination of museum objects using data analysis techniques from Miles and Huberman consisting of data collection, data reduction, data presentation, verification, and conclusions (Thalib, M. A., 2022: 25).

Figure 1 Road Map

At the design stage, the researcher makes an initial design as a form of abstract arrangement to be coherent. this stage is carried out by preparing a storyboard to compile a series that will be carried out at the development stage. Making storyboards is also carried out for effectiveness and ease in the product development process. In addition, content preparation is carried out by making designs that will be used as the main material for making digital museum prototypes.

At the development stage, researchers execute processing from the sources obtained from the analysis stage and implement from the planning stage. This stage is carried out by compiling a storyboard to arrange the series that will be carried out at the development stage. Making storyboards is also carried out for effectiveness and ease in the product development process. In addition, content preparation is done by creating a design that will be used as the main material for making digital museum prototypes. Content preparation is done to simplify and speed up the product preparation process. The content compiled must be based on accurate sources and on the needs. The next stage is making instruments that will be used to collect research data.

At the implementation stage, researchers conducted a pretest before using e-service, and a posttest after using the digital museum prototype. The trial was carried out after the product was declared feasible by the expert. The

trial was carried out by giving a knowledge test and community response to the developed product. The results of the product trial were then calculated to obtain the results of the community-based assessment of the product before the final stage.

At the evaluation stage, researchers conducted several stages of evaluation. Every development process requires evaluation to get maximum results. In this study, the evaluation was carried out after the analysis process was carried out, after product design, analysis after the development process at the revision stage based on expert input, and finally evaluation of the implementation of the product that had been developed. After the evaluation is carried out and has been revised based on the results of the trial, the product can be disseminated.

3. Discussion

Museum Pendidikan Indonesia UNY was pioneered by Prof. Dr. Sugeng Mardiono, Phd. as the Rector of Yogyakarta State University, who at that time felt sad about the limitations of historical records related to education in Indonesia. On July 8, 2008, Sri Sultan Hamengku Buwono X together with Prof. Dr. Sugeng Mardiono, Phd. built the first education museum in Indonesia. The UNY Indonesian Education Museum has around 493 collections consisting of school books, educational archives, learning media, historical evidence of educational development, and many more (Yogyakarta Cultural Office, 2022).

Museum Pendidikan Indonesia UNY has a vision to make collective memory a vehicle for creating people who have intellectual, emotional and spiritual intelligence. This is in line with the mission realized, which includes carrying out its function as a source of information about the development of national education, as a source of science and learning technology in order to educate the nation's life and become a means of cultural and educational recreation.

Based on these two aspects, vision, and mission, UNY Indonesian Education Museum always creates innovations in supporting the development of education in Indonesia. The urgency found in the development of technology is the lack of literacy in the aspect of education which is displaced by the development of social media. Based on the declaration of The United Nations Educational, Scientific, and Cultural Organization (UNESCO) September 8 is celebrated as International Literacy Day. At the same time, based on UNESCO statistics showing the literacy intensity ranking of 61 countries, Indonesia is ranked 60th as a country with low literacy intensity. This is inversely proportional to Finland, which reached 100% of the highest literacy level among 61 countries (Witanto, 2018: 4). Data obtained from research by the United Nations Development Program (UNDP) places Indonesia on the Human Development Index (HDI) based on education level at a percentage of 14.6% which is low compared to other countries (Suyana, N., Ati, A. P., & Widiyarto, S., 2019: 81).

According to Safari (in Maharani, 2017: 321-322), some aspects affect students' reading interest including, 1) the emergence of a sense of pleasure in a reading topic, 2) student attraction to a particular interest, 3) the intensity of student concentration on a particular object, and 4) student involvement in certain topics that are by what is experienced (Maharani, O. D., 2017): Based on these four factors, the concept of developing a digital museum can increase students' literacy interest. Interesting packaging through video tours that students can later feel in reading with a different sensation. Students will be brought directly to observe, feel, and identify reading through visualization in the video tour.

Digital museums certainly make a significant impact. This is supported by Thomas & Carey's research which found a high correlation between virtual museum visits of 70% of visitors searching for museum information and 57% of the information they found online which helped them provide references to visit the museum directly (Fauzan, M., 2022: 101). This proves that there is an increase in reading interest after the existence of digital museums motivated by curiosity in accessing museums. Another impact of the existence of digital museums is the emergence of motivation to read more due to the presentation of content that is favored by students. This also led to a significant comparison between students who had accessed the digital museum and students who did not access the digital museum. This statement is also supported by the results of research by Long and Szabo (2016) (in Prawesti, D.A., 2014: 6).

4. Conclusion

Based on the discussion above, the impact of digital museums can be one of the methods in increasing students' interest in literacy. Not only that, the role of the museum can increasingly be channeled and become a process in developing the museum by the times. The edu-tourism concept implemented in the digital museum can answer the problem of increasing student visits to museums and increasing the willingness of participants in literacy. Not only that, the thought of museums that have been ingrained in society related to ancient, haunted, and boring things can be broken through the adjustment of museums with current technological developments.
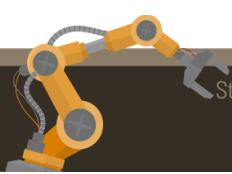
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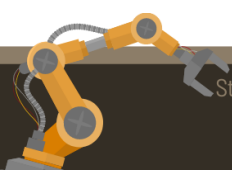
CHARACTERISING 4C LEARNING OUTCOME ASSESSMENT INSTRUMENTS WITH A POLYTOMOUS ITEM RESPONSE THEORY APPROACH

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Abstract

Critical Thinking, Communication, Creative Thinking, and Collaboration (4C) are skills needed in the 21st century. In the world of education or learning, these achievements can be identified through assessment using good assessment instruments and empirically tested for quality. This study aims to analyse the quality of 4C learning outcome instruments using the polynomial item response theory approach. This research is a quantitative research. The research subjects involved primary school students in Indonesia and Malaysia. Data analysis uses the GRM approach which includes two main stages, namely model fit and item parameter analysis. The results showed that all items fit the GRM model because they had values ranging from 0.77 to 1.30. Item parameter analysis results in a good item estimation value is an item with a range of -2.0 to 2.0, so it can be concluded that all 4C character items are quite good items in terms of their characteristics. Since the quality of the instrument has been empirically proven, this instrument is suitable to be used to assess 4C learning outcomes.

Keywords: 4C Learning, Assessment, Polytomous, IRT

1. Introduction

The 21st century is the century where the Industrial Revolution 4.0 began. Meanwhile Ghorbani, Jafari, & Sharifian, (2018) explained "the findings obtained from the two qualitative and quantitative parts of this study indicate that 21st century teachers must educate students in such a way that they can learn how to be today". The same thing was conveyed by Van Hong, B., Tuyen, T., & Luong, N. T. (2018) who revealed that 21st century teachers are required to have a minimum of three competencies, namely the ability to apply technology in learning, besides that 21st century teachers are required not only to be able to teaching and managing classroom activities effectively, but also required being able to build effective relationships with students and the school community, use technology to support improving the quality of teaching, and do reflection. and improve their learning practice continuously. According to Anwar, et al (2018) strengthening character education in Era Society 5.0 is urgently needed and the roles of teachers and parents are an important part of strengthening this character. Based on this research, effective relationship is the key word and effective teacher-student relationship is part of cultivating character in students. The Indonesian government takes this disruption seriously as marked by the launch of the roadmap "Making Indonesia 4.0" which is the government's commitment to enter the era of the industrial revolution 4.0. Along with these dynamics, the world of education in Indonesia also needs to improve and be prepared by making several changes in the application of learning methods in schools, especially in shaping the character and mindset of students to be more independent, creative and innovative. In addition, learning models and techniques also need to be adapted to the developments and needs of the times (Saepudin, 2019).

Elementary school is the first foundation in shaping the ability and personality of students. Students need to be directed, guided and bridged towards their complex development at the elementary school level unit. Therefore, education in primary schools is essentially education that directs and motivates students to learn more. The uniqueness of each student needs to be considered and developed to encourage them to express themselves in unique ways and abilities so that they can develop self-confidence and excel in their preferred field. The uniqueness of their background

can be seen in changes in various aspects of attitude, movement, and intelligence, thus affecting their development (Rachman, 2015).

As in Indonesia, Malaysia as a developing country also faces similar challenges to develop its human resources from an early age. Malaysia has established itself as an educational advantage in the Asia Pacific Region with Law 550 designed to address the challenges of the 21st century (Suparlan, 2008). Learning outcomes need to be evaluated to see the success rate of program targets and their implementation. Based on the explanation above, this research is proposed to compare and analyze the implementation of learning programs in Indonesia and Malaysia by evaluating learning outcomes, especially at the basic education level to respond to the challenges of the 21st century. The objective of this research is analyze the quality of the assessment instrument in measuring character strengthening on 4C learning outcomes in elementary schools in Indonesia and Malaysia.

The approach used is Graded Response Models (GRM). GRM is one of the IRT models for polytomous data (Benefits & Anasha, 2013). Another opinion came from Nonny in Susongko in Arfani Manda Tama who said that "GRM or graded response model is a scoring system where the difficulty level of each category on the test item is arranged in order so that the test taker's answers must be sorted from low categories to high categories and assessments where all student responses are seen in the order in which they are done" (Tama, Rinaldi, & Andriani, 2018). The GRM model is used for categorical responses and is a development of the IRT 2-PL model which is able to reveal two item parameters, namely the level of difficulty and distinguishing power (Friyatmi, 2018). Determination of GRM for data analysis because it is considered in accordance with the characteristics of the response data used in this study.

2. Method

The research will be conducted in 15 elementary districts in Yogyakarta Province, each of which has three sample in each section consisting of; Sleman, Bantul, Gunungkidul, Kulon Progo, and Yogyakarta City. The samples for the elementary school in Malaysia were taken from 15 primary schools in Selangor, Malaysia. Questionnaire data is used to look at the effectiveness and character strengthening assessment on the implementation of 4C's learning outcome assessment in Elementary School. The type of data used is ordinal data with four scales (Likert) with question forms following the indicators in the assessment of strengthening the character of 4C's learning outcomes. Data analysis in this research was carried out using Graded Response Models (GRM) analysis.

3. Research Results and Discussion

By using GRM analysis, in general, the differentiated item parameters (a) and the difficulty level of each stage or step parameter (b) are presented in table 1. Based on this data, the statistical description for the level of difficulty (b) can be presented in table 2.

Table 1. Item Characteristics

Item	a	b1	b2	b3	b4	location	Item	a	b1	b2	b3	b4	location
Kom_1	1.3838	-3.9141	-3.5369	-2.2914	-0.6903	-2.6082	Kol_1	1.8507	-2.7366	-1.8839	-0.4551	NA	-1.6919
Kom_2	0.9485	-6.4482	-4.2291	-2.0954	-0.2113	-3.2460	BK_1	1.7645	-3.9227	-2.6936	-1.7140	-0.1653	-2.1239
Kom_3	1.4466	-4.5289	-2.8835	-1.0037	NA	-2.8054	BK_2	2.1027	-2.9847	-1.7096	-0.2061	NA	-1.6335
Kom_4	1.5387	-2.4679	-0.8609	NA	NA	-1.6644	BK_3	1.4149	-4.5812	-2.9241	-1.6764	-0.0650	-2.3117
Kom_5	1.5254	-4.3623	-3.4406	-2.4453	-0.9203	-2.7921	BK_4	1.4083	-3.4527	-2.9460	-1.8814	-0.3287	-2.1522
Kom_6	1.2567	-3.9503	-3.6183	-2.1020	-0.4838	-2.5386	BK_5	2.0900	-1.7583	-0.4088	NA	NA	-1.0835
Kom_7	0.6155	-4.6038	-2.5683	0.1214	1.8265	-1.3060	BK_6	2.1689	-3.1062	-2.9151	-1.421	-0.2331	-1.9188
Kom_8	0.5883	-4.2373	-2.6450	0.0645	2.4425	-1.0938	BK_7	1.7704	-3.2852	-2.4335	-1.071	0.3299	-1.6148
Kom_9	1.0291	-5.3346	-4.2555	-1.7416	0.0575	-2.8186	BK_8	1.5876	-2.8844	-2.2419	-0.995	0.4684	-1.4132
Kom_1	1.4835	-4.4500	-2.9886	-1.1492	NA	-2.8626	BK_9	1.7410	-2.8041	-2.3633	-1.053	0.1958	-1.5061
Kom_1	1.4201	-3.8233	-3.1005	-2.1178	-0.5031	-2.3862	BK_10	1.1279	-3.6747	-2.4628	-0.982	0.9149	-1.5512
Kol_1	1.3560	-3.9765	-3.2299	-1.8780	-0.4221	-2.3768	KR_1	2.1156	-2.6878	-1.2207	-0.041	NA	-1.3164
Kol_2	1.3264	-4.8658	-2.9058	-1.6307	0.0093	-2.3482	KR_2	2.4117	-3.2643	-2.6414	-1.241	-0.0915	-1.8095
Kol_3	1.6651	-3.6468	-2.9724	-1.8527	-0.3455	-2.2043	KR_3	1.6600	-4.0980	-2.8068	-1.650	-0.2221	-2.1942
Kol_4	1.0686	-4.1123	-3.3402	-1.5985	-0.2980	-2.3372	KR_4	1.9223	-2.7267	-2.1782	-1.198	0.0673	-1.5088
Kol_5	1.5224	-3.0299	-2.4819	-1.1972	0.0213	-1.6719	KR_5	2.5225	-2.3181	-1.2029	-0.031	NA	-1.1840
Kol_6	1.7400	-3.1672	-1.5794	-0.4227	NA	-1.7231	KR_6	1.8091	-3.4519	-2.4726	-1.053	0.1630	-1.7037
Kol_7	2.3814	-1.5243	-0.3165	NA	NA	-0.9204	KR_7	1.8152	-3.8295	-2.1535	-0.668	NA	-2.2170
Kol_8	1.4837	-3.7063	-2.8424	-1.3235	0.1074	-1.9412	KR_8	1.8044	-3.8529	-3.2286	-2.074	-0.5657	-2.4303
Kol_9	1.9280	-3.7041	-2.6256	-0.9631	NA	-2.4309	KR_9	1.7683	-3.5145	-1.9895	-0.458	NA	-1.9872

Table 2. Item Characteristics Estimation Result

Kategori	b	Jumlah	Persentase
Sangat Tinggi	$b > 2$	0	0%
Tinggi	$1 < b \leq 2$	0	0%
Sedang	$-1 < b \leq 1$	1	3%
Rendah	$-2 < b \leq -1$	20	50%
Sangat Rendah	$b < -2$	19	48%
Jumlah		**40**	100%

Based on Table 1, item characteristics can be seen through location and obtained from the average results of b1, b2, b3, b4. These results show the results of item estimation. Item estimation can be seen in Table 12, good items are items with a range of -2.0 to 2.0, so it can be concluded that all 4C character items are fairly good items in terms of characteristics. In addition, the distribution of dominant items occupies the low category. In more detail, the characteristics of the items can be seen through the Item Characteriestic Curve (ICC) which can be seen in Figure 1.
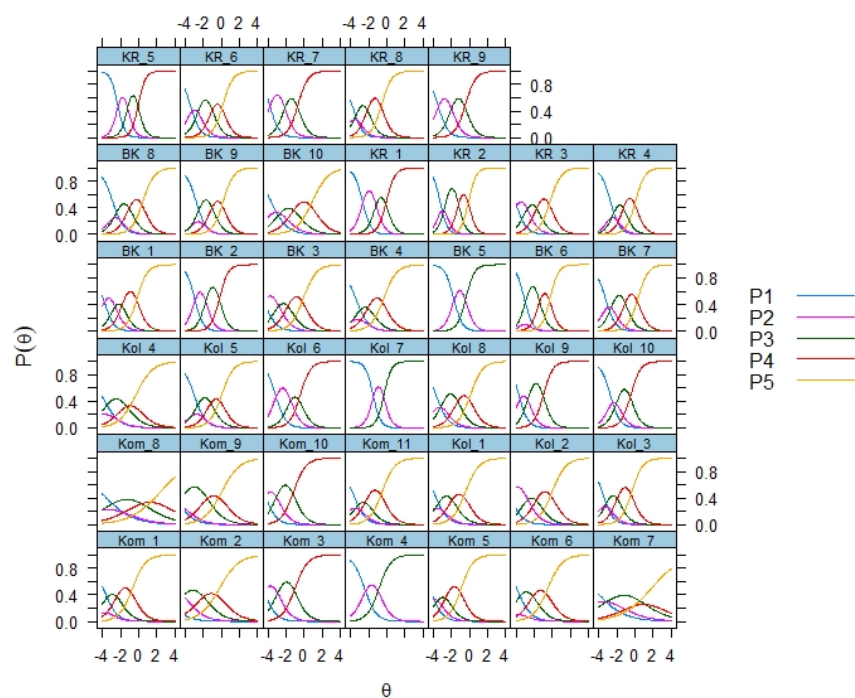
Figure 1. *Item Characteriestic Curve* (ICC)

Based on Figure 1, it shows several Item Characteriestic Curve (ICC) of 40 items. These results are one of the analysis outputs with the GRM model. The meaning of the Item Characteriestic Curve (ICC) is that the level of agreement of students to choose the specified category is 50% or 0.5. For example number 36 (Item KR_5), the level of agreement can be visually estimated by drawing a straight line from the intersection of curve 1 and curve 2 to the X axis, then on the X axis (Ability) an estimate of -2.318 is obtained, which is the minimum value for students to get a score of 2 with a 50% chance. In addition, the fit of the model is also seen in Table 13.

Table 3. Item Fit

Item	infit	z.infit	Item	infit	z.infit
Kom_1	0.9970	0.0350	Kol_1	1.0300	0.2900
Kom_2	1.0320	0.3450	BK_1	1.0120	0.1410
Kom_3	1.0220	0.2130	BK_2	0.9430	-0.5320
Kom_4	1.0170	0.1990	BK_3	1.0310	0.3240
Kom_5	1.0350	0.2650	BK_4	1.0700	0.5400
Kom_6	1.0210	0.1910	BK_5	0.9850	-0.1290
Kom_7	1.0150	0.2400	BK_6	0.9950	0.0040
Kom_8	1.0260	0.3750	BK_7	1.0140	0.1720
Kom_9	1.0330	0.3660	BK_8	1.0210	0.2320
Kom_1	0.9800	-0.0990	BK_9	1.0190	0.2020
Kom_1	1.0420	0.3320	BK_10	1.0430	0.4750
Kol_1	1.0380	0.3330	KR_1	0.9610	-0.3970
Kol_2	0.9890	-0.0690	KR_2	0.9580	-0.3630
Kol_3	1.0410	0.3470	KR_3	1.0140	0.1580
Kol_4	1.0140	0.1650	KR_4	0.9690	-0.2290
Kol_5	1.0110	0.1370	KR_5	0.9760	-0.2140
Kol_6	0.9930	-0.0340	KR_6	1.0470	0.4980
Kol_7	0.9490	-0.5290	KR_7	0.9830	-0.1200
Kol_8	0.9860	-0.0930	KR_8	0.9640	-0.2040
Kol_9	0.9700	-0.1740	KR_9	0.9690	-0.2610

Item suitability using item fit by following the provisions of the Item Characteriestic Curve (ICC). If the amount of infit ranges from 0.77 to 1.30 then the model can be said to be fit. The test explains the extent to which the sample pattern of response to an item is consistent with the responses of others in reaching other items. Furthermore, it is necessary to look at the information function and SEM. The information function can indicate the reliability of the instrument and SEM is the inverse of the square root of the information function. The performance of TIF and SEM can be seen in Figure 2.
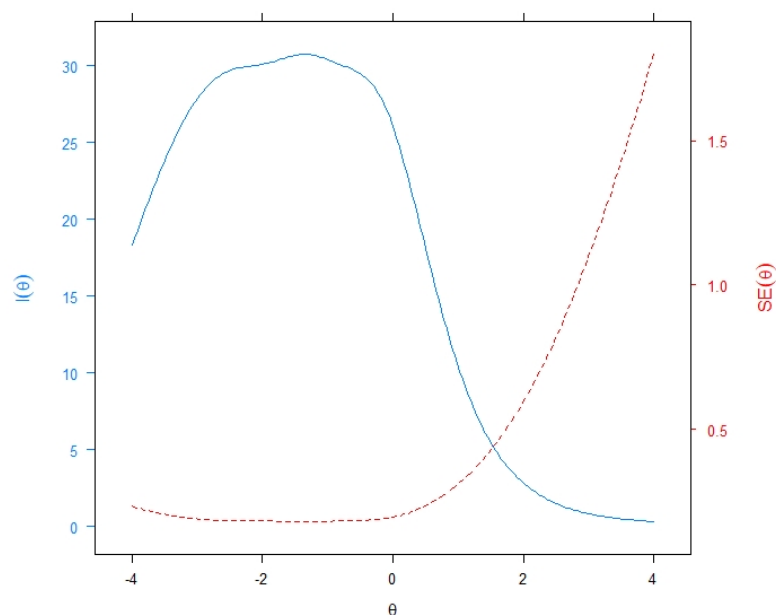
Based on Figure 2, the maximum value of the information function of this test is about 30. A good or reliable test has a TIF value ≥ 10. Thus, it can be concluded that the 4C character instrument is a reliable instrument for measuring student abilities. The curve intersects at 1.9 and -∞ which means that the instrument as a whole is

suitable for students with abilities of 1.9 and -∞ because it is in this range that the information function exceeds the measurement error.
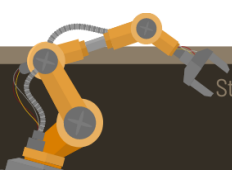
4. Conclusions

Based on the GRM analysis, it can be concluded that the 4c learning outcomes assessment instrument has good characteristics. This is based on the results of the analysis using the GRM approach, the parameters of the item level of difficulty and the differentiation of each item that makes up the instrument that meets the criteria of a good item. All items fit the GRM model because they have values ranging from 0.77 to 1.30. Item parameter analysis results in a good item estimation value is an item with a range of -2.0 to 2.0, so it can be concluded that all 4C character items are quite good items in terms of their characteristics. Since the quality of the instrument has been empirically proven, this instrument is suitable to be used to assess 4C learning outcomes.

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Strengthening Technology-Based Character Education and Research Quality

VIRTUAL LABORATORY DISASTER MITIGATION BASED ON ANDROID MOBILE APPLICATION AS A MEDIUM FOR COMMUNITY DISASTER MITIGATION IN SPECIAL REGION YOGYAKARTA

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Abstract

The Special Region of Yogyakarta has a complex landscape of oceans, plains, and mountains. Due to these geographical conditions, Yogyakarta is prone to natural disasters, especially volcanic eruptions and earthquakes (tectonism). Community preparedness for disasters will affect the impact that will occur so disaster mitigation skills are needed. The availability of media to provide an understanding of disaster mitigation is still minimal, so its existence is needed along with various high-potential natural disasters. Virtual laboratory as a media to help solve the limitations of disaster mitigation that is interactive, dynamic, animative, virtual environment. This research uses the Research and Development (RnD) research type with the ADDIE model development steps. The ADDIE model consists of five steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This article examines the three stages of research, namely: analysis, design, and development. The results of the research conducted produced a media product in the form of a virtual laboratory disaster mitigation based on an Android Mobile Application for the people of Yogyakarta Special Region. The resulting application can integrate various disaster mitigation features, including; disaster mitigation literacy features, vulnerable area map features, and disaster emergency services features collaborated with video, audio, text, and infographics. The developed application has been disseminated on the Playstore platform and can be used for free by the community.

Keywords: *virtual laboratory, android mobile, disaster mitigation*

1. Introduction

The Special Region of Yogyakarta has a complex landscape of oceans, plains, and mountains. Due to these geographical conditions, Yogyakarta is prone to natural disasters, especially volcanic eruptions and earthquakes (tectonism). According to the 2021 Indonesian Disaster Risk Index (IRBI) released by BNPB, the Yogyakarta region is categorized as moderate. However, when compared to several other regions on the island of Java, Yogyakarta is categorized as a second-order disaster-prone area with a Disaster Risk Index score of 126.34 in 2021 and 119.56 in 2022. Table 1.1 Provincial Disaster Risk Index in 2022 (Source: National Disaster Management Agency).

NO	PROVINSI	IRBI 2021	IRBI 2022	STATUS	CAPAIAN
1	ACEH	149.99	149.10	▼	TURUN
2	BALI	124.19	123.98	▼	TURUN
3	BANTEN	149.08	144.51	▼	TURUN
4	BENGKULU	157.14	155.35	▼	TURUN
5	DAERAH ISTIMEWA YOGYAKARTA	126.34	119.56	▼	TURUN
6	DKI JAKARTA	60.43	62.58	▲	NAIK
7	GORONTALO	123.06	120.61	▼	TURUN
8	JAMBI	135.32	133.49	▼	TURUN
9	JAWA BARAT	134.94	131.62	▼	TURUN
10	JAWA TENGAH	125.73	115.38	▼	TURUN
11	JAWA TIMUR	125.86	121.70	▼	TURUN
12	KALIMANTAN BARAT	138.69	136.72	▼	TURUN
13	KALIMANTAN SELATAN	141.66	128.81	▼	TURUN
14	KALIMANTAN TENGAH	130.75	123.56	▼	TURUN
15	KALIMANTAN TIMUR	153.28	146.67	▼	TURUN
16	KALIMANTAN UTARA	157.03	157.47	▲	NAIK
17	KEPULAUAN BANGKA BELITUNG	160.98	158.52	▼	TURUN
18	KEPULAUAN RIAU	114.71	110.93	▼	TURUN
19	LAMPUNG	145.42	142.55	▼	TURUN
20	MALUKU	160.84	162.47	▲	NAIK

Although the IRBI index in 2022 shows a decrease in the score of 6.78, the community must still be vigilant because the potential for natural disasters in Yogyakarta is still relatively large compared to other parts of Java Island. In addition, the challenges related to disaster mitigation in Yogyakarta are getting bigger, along with the increasing population in Yogyakarta today. Based on the results of the 2020 population census conducted by BPS, the increase in population in Yogyakarta amounted to 3,668. 719 people, with a presentation of the productive age population (15-64) of 70.04% and a percentage of the elderly population of 15.75% [1]. So this situation

requires effective and sustainable disaster mitigation efforts. Because the unpreparedness of the community in facing disasters will have a heavier impact. For example, the 2006 Jogja earthquake circulated the issue of the threat of a major earthquake and tsunami on May 27, 2006, which resulted in massive panic. Kompas data in 2020 recorded 3,098 deaths and 2,971 of them were caused by panic due to the tsunami issue which caused road accidents [2].

The results of the recapitulation of data on disaster events in D.I.Yogyakarta in 2022 compiled by BPBD DIY through Pusdalops PB BPBD DIY show an increasing trend in disaster events from previous years. In 2020 there were 1,058 events, in 2021 there were 958 events and in 2022 there were 1,817 disaster events. The impact of disaster events during 2022 included 2,347 damaged houses, 1,054 fallen trees, 532 damaged infrastructure, 417 flooded buildings, 276 damaged electricity, telephone, internet networks, 148 business places, 126 vehicles, 91 public facilities, 77 livestock pens, and 6,624 people affected consisting of 64 injured, 66 died, and 699 were displaced, the value of physical damage reached ± Rp. 266,735,898,000.00 [3]. Based on the BNPB data in 2022, it can be seen that there was an increase in disaster events that resulted in losses in Yogyakarta, both casualties and property victims. This shows that the level of public awareness of disasters must be considered to reduce the number of losses during natural disasters.

The existence of mobile devices such as smartphones is a technology that is very close and familiar to the community. These technological advancements make other sectors must immediately adjust, especially in the disaster mitigation agenda in Yogyakarta. Currently, disaster mitigation media in the Yogyakarta area that are digitally actualized are still very limited, especially those developed by the government. Integration of disaster mitigation content into multimedia elements, such as audio, video, images, animations, links, discussion forums, and various other disaster information that can be easily accessed by users via smartphones. One of the efforts to reduce disaster risk through a series of disaster mitigation study activities [4].

The importance of the issue of disaster risk mitigation and reduction is even implemented globally through the 11th goal of SDGs. One of the efforts to reduce disaster risk is through a series of disaster education activities [5]. Control at every stage of the crisis, including disaster education, can be facilitated with the help of information and communication technology [6]. The community's need for technology is increasingly unlimited so various technology-based disaster mitigation approaches are very possible. Hikmah (2017) in his research stated that there was a significant effect of the application of virtual laboratories on the understanding of concepts or information [7].

This research is in line with the 2017-2045 National Research Master Plan (RIRN) in the field of disaster. The entire RIRN study includes technology as one of the tools in disaster management in Indonesia to reduce disaster risk. Based on the background presented, the development of a virtual laboratory disaster mitigation based on Android mobile as one of the easy disaster mitigation media for the community.

2. Method

This study uses the ADDIE research method including Analyze, Design, Development, Implementation, and Evaluation) [8]. This method has been widely used for product development and adopted by many studies, especially studies related to application-based disaster risk reduction [9]. Data collection techniques were carried out using observation, interviews, and documentation techniques. At the data analysis stage using data analysis techniques from Miles and Huberman, including data collection, data reduction, data presentation, verification, and conclusions [10].

The presentation of this article is limited to the product development stage, with the following description:

a. Phase I Analyze: An analysis or a preliminary study is carried out by conducting a literature study to reveal an outline of the research conducted. Next is a field study by conducting observations and information-gathering interviews conducted in disaster-prone areas as a basis for preliminary studies.

b. Phase II Design: This stage is carried out by preparing a storyboard to compile a series that will be carried out at the development stage. Making storyboards is also carried out for effectiveness and ease in the product development process. In addition, content preparation is done by creating a design that will be used as the main material for making a virtual laboratory disaster mitigation. Content preparation is done to simplify and speed up the product preparation process. The content compiled must be based on accurate sources and by the needs. The next stage is making instruments that will be used to collect research data.

c. Phase III Development: The development stage is carried out based on the results of the initial needs analysis and the design that will be used as the main material for development. The development of Virtual Laboratory Disaster Mitigation is carried out by the steps and procedures of the research. Product development is carried out using the help of Software Development Life Cycle (SDLC) software.

3. Results & Discussion

The results of research and development that have been carried out produce products in the form of Virtual Laboratory Disaster Mitigation Based on Android Mobile Applications as a medium for community disaster mitigation in the Special Region of Yogyakarta made by utilizing software, namely Software Development Life Cycle (SDLC). In the development process of the Virtual Laboratory Disaster Mitigation using the ADDIE development model with stages: Analysis, Design, Development, Implementation, and Evaluation. The presentation of this article is limited to the product development stage, with the following description:

Analysis Stage

The analysis stage is the initial stage to identify problems and find out the needs related to disaster mitigation media so that it can be used as a reference for the development of the Virtual Laboratory Disaster Mitigation. At this stage, the system will be analyzed how it will be run later. The results of the analysis are in the form of advantages and disadvantages of the system, system functions, and updates that can be applied. This part is included in the planning section. Other parts included in planning are resource allocation, capacity planning, project scheduling, cost estimation, and determination. The results of the planning stage are project plans, schedules, cost estimates, and requirements. System analysis is the stage where the following activities are performed:

a. Conduct a literature study to find a case that can be handled by the system.

b. Brainstorming within the development team on which cases are best modeled by the system.

c. Classify problems, opportunities, and possible solutions that may be applied to the case.

d. Analyze the needs of the system and create system boundaries.

e. Define system requirements.

Planning Stage

At the design stage, researchers identify the problems obtained from the results of the previous analysis and then use them as a basis for carrying out the product development process. The results of the analysis were poured by making a product design design according to the characteristics and needs of users. There are three activities carried out by researchers in the design stage, including;

Content search and preparation

The content to be integrated into the application refers to relevant sources of scientific research results and data related to disasters from the National Disaster Management Agency and the local Disaster Management Agency so that the information obtained can be useful for users.

Storyboarding

The preparation of the storyboard is done after the process of determining the material content that will be presented in the Virtual Laboratory Disaster Mitigation so that the basic framework of the application will be known in general. The basic framework of the Virtual Laboratory Disaster Mitigation is designed by covering three elements including (a) the beginning, (b) the content, and (c) the end. The following is a description of the three elements of the basic framework for the preparation of the application described in Table 1.2.

Table 1.2 Storyboard Framework

Beginning Section	
Home page	
Application information	
Content Section	
Disaster Mitigation Literacy Features	This section presents a complete range of information related to disaster mitigation in the Special Region of Yogyakarta. The presentation of disaster mitigation information through several types of files, including: text, video, and images (infographics).
Regional Map Features	Contains several maps of the distribution of natural disaster-prone areas in the Special Region of Yogyakarta that refer to data from the National Disaster Management Agency and the Regional Disaster Management Agency.

Emergency Service Features	Contains several hospital emergency services in the Yogyakarta area to anticipate when a natural disaster emergency occurs. Some of the emergency services integrated into this application include (a) BPBD Bantul, Panembahan Senopati Hospital, PKU Muhammadiyah Bantul, and Nur Hidayah Hospital.
Glossary	Explanation of terms in the application
Final Section	
Reference	

Development Stage

The development stage is a process of preparing a virtual laboratory disaster mitigation that suits the disaster mitigation needs of the people of the Special Region of Yogyakarta by combining various existing supporting elements. Specifically, the description of the stages of developing a virtual laboratory disaster mitigation is as follows:

Search for References

This activity is carried out to collect information from various relevant sources related to disaster material. To enrich the content study, researchers used several supporting sources in the form of books, and reliable scientific articles. The results of the information that has been collected are then poured into the material while still paying attention to the scope of the material and adapted to the needs of disaster mitigation in the Special Region of Yogyakarta. The content coverage includes (a) earthquake disaster mitigation, (b) volcano disaster mitigation, (c) drought disaster mitigation, (d) flood disaster mitigation, and (e) tsunami disaster mitigation.

Material Preparation

The preparation of virtual laboratory disaster mitigation materials is based on materials collected from various relevant and up-to-date sources. The materials that have been collected are organized and adjusted to the design and pay attention to layout, text readability, and language selection that is easily understood by users. At this stage, researchers not only focus on the preparation of material, but also pay attention to the proportion of material with other supporting elements, such as images, videos, and others so that the material presented does not look boring to be read by users. The following is an example of the preparation of material in this study:

Picture 1. Material Preparation

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Video Recording

The video recording process was carried out to produce a video explanation of the material as one of the supporting elements in the virtual laboratory disaster mitigation. The recording process involved several people who acted as models. The selection of several models aims to provide different nuances in each content. The video recording process can be seen in the following figure.

Picture 2. Video Recording Process in Studio

Video Editing Process

The video editing process is a follow-up to the previous video recording results. The recorded videos were collected and edited to obtain a more interesting video presentation using the help of the Filmora version IX application. After the editing process is complete, the rendering process is carried out to get the best video quality and size. The following is part of the video editing process carried out by researchers.
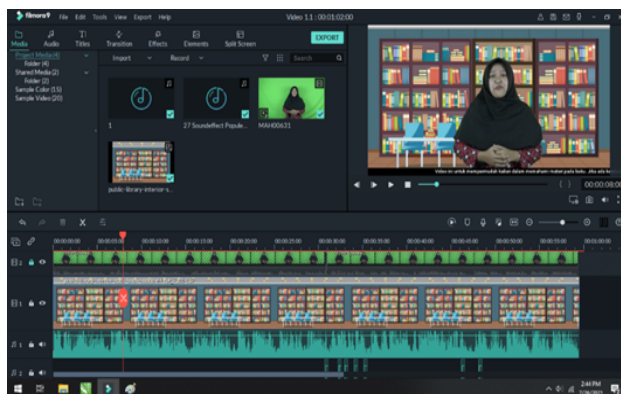
Picture 3. Video Editing with Filmora X

Product Finishing

The process of completing the product is done by combining content with supporting elements of the virtual laboratory disaster mitigation including images, video, and audio using the help of the Software Development Life Cycle (SDLC). Some of the supporting elements of the IPS are entered according to the available pages. After the input of supporting elements of the virtual laboratory disaster mitigation is completed, then the product is disseminated into the Play Store and can be accessed for free by the community.

4. Conclusion

Based on the results of research and development regarding virtual laboratory disasters, it can be concluded that the process of developing a virtual laboratory disaster mitigation includes the stages of analysis, design, and development. Product development by utilizing software, namely the Software Development Life Cycle (SDLC). The results of the research conducted produced a media product in the form of a virtual laboratory disaster mitigation based on Android Mobile Applications for the people of the Special Region of Yogyakarta. The resulting application can integrate various disaster mitigation features, including; disaster mitigation literacy

features, vulnerable area map features, and disaster emergency service features collaborated with video, audio, text, and infographics. The developed application has been disseminated on the Playstore platform and can be used for free by the community, especially in the Special Region of Yogyakarta. In addition, this application can be an effective disaster mitigation media for the community.

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CHARACTER EDUCATION IN JAVANESE ILLUMINATED MANUSCRIPTS

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Abstract

Illumination is a decorative type of text framing that not only serves as decoration, but also has a connection to the content of the text. The decorations on the illuminations contain symbols that have their own meaning. The aim of this research is to describe and analyze the values of character education in illuminated Javanese manuscripts. This research will use philological research methods and qualitative research methods. Philological research methods will be used because the data source is classical Javanese manuscripts written in the 17th and 18th centuries AD. In addition, qualitative methods are used to explain the representation of symbols in the illumination and text of the manuscript. The data analysis was carried out using heuristic and hermeneutic analysis. The sample was selected by purposively sampling manuscripts that contain character education. The validity of the data is achieved through validity (semantic, referential, expert judgment) and reliability (interrater and intra-rater). It is hoped that the research findings can contribute to the values of character education based on the illumination of Javanese manuscripts that contain philosophical values and can be implemented in contemporary life through the process of teaching and living by example.

Keywords: *Character education, illumination, Javanese manuscripts*.

1. Introduction

Based on the researchers' initial studies, data were collected on 249 Javanese manuscripts in Yogyakarta, namely illuminated and illustrated manuscripts. Illumination in Javanese manuscripts is an embodiment of local wisdom that can be revitalized and used as a source of character education for the community. Illumination not only functions as a supporting element of beauty, but also relates to the content of the text it frames. When illuminations are carefully examined in terms of their shapes, objects, colours, and symbols, they can reveal the unique values of the people who created them, including character education and various types of ancestral local wisdom. Using the picture expression system, you will get an idea of how to draw, communication expressions and implicit messages in the form of symbols that have meaning [1].

The illumination contains symbolic values and sign values. For example, the crown ornament is a symbol of the king and stands for the leader's responsibility for the welfare of his people. The tradition of using a crown image in royal symbols has existed since the arrival of Islam. The image of a crown also appears in the batik motif of *Wahyu Tumurun* as a representation of glory. The crown symbol is also found in Javanese manuscript illuminations. The crown shapes in the picture are some examples of crown images in Javanese manuscript illuminations. Crown ornaments are used in 75 out of 154 illuminated Javanese manuscripts in the collections of the Sonobudoyo Museum and Balai Bahasa Yogyakarta (Yogyakarta Language Hall) [2].

Much research has been done on character, e.g. *Pendidikan Karakter dalam Serat Sanasunu* (Character Education in Serat Sanasunu) by R. Ng. Yasadipura II [3]. This study focuses on the character education of *pupuh Dhandhanggula Serat Sanasunu*. Another research was *Lakon Banjaran Anoman Sajian Ki Timbul Hadi Prayitno dalam Perspektif Etika Relevansinya dengan Pendidikan Karakter* (An ethical perspective of the act of Banjaran Anoman presented by Ki Timbul Hadi Prayitno in relation to character education) [4]. This research discusses character education in the act of *Banjaran Anoman*. Another related research is A*nalisis hermeneutics nilai-nilai pendidikan karakter dalam naskah drama pewayangan "sumpah ramaparasu"* (Hermeneutic analysis of the values of character education in the manuscripts of the puppet drama "Sumpah Ramaparasu") [5]. Although there is much research on character in Javanese manuscripts and wayang puppet drama, few have examined character education in illuminated Javanese manuscripts.

2. Literature Reviews

Illumination is an art that is used to embellish an object rather than to clarify or explain the content of a text [6]. Furthermore, illumination was originally used as a term for the gilding of some pages of a manuscript in order to embellish it [7]. As a rule, only the title page of the manuscript is decorated. Correspondence between kingdoms

with illustrated letters has been documented as a tradition since 1521 AD [8]. Based on the order in which images are expressed in illumination, one gets an idea of how to draw, how to express a communication and an implicit message in the form of symbols that have a meaning [9]. Illumination is now referred to as a border. A closer examination of Javanese manuscript illuminations will shed light on: 1) methods of visualizing manuscripts that can describe the values, norms, rules of life, institutions and creativity of the people who possess Javanese Malay
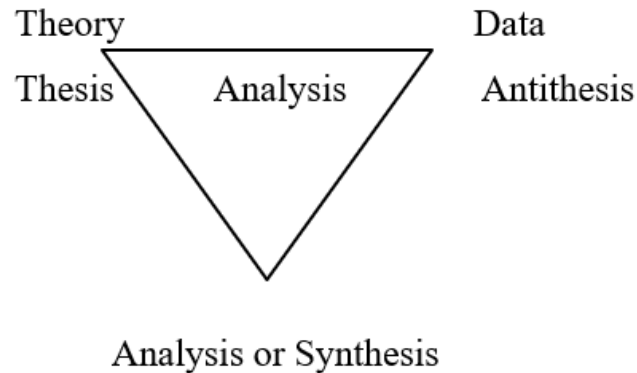
manuscripts; 2) the process of creating a traditional art product; 3) the factors of enculturation, acculturation, syncretism, assimilation caused by the crossing of foreign cultures, which provide special effects that are reflected in the illuminations; and 4) symbolic expressions of a community that are reflected in the illuminations.

According to Fakry Gaffar, character education is a process of transforming life values to be developed in a person's personality so that they are integrated into that person's life behaviour [10]. Character education aims to grow a person into one who possesses moral integrity, not only as an individual, but also is able to aspire to a sphere of life that helps each individual to live up to his moral integrity in the order of social life [11]. This is in line with Sedyawati's [12] observation that every Javanese literary work contains many examples of the usefulness of human character. In ancient times, many of these literary stories were written in Javanese manuscripts by poets of the palace.

3. Methods

In this research, library research methods were used because the object of research was a text or a manuscript and the researcher worked directly with the text. This research used qualitative analysis techniques. This technique is used to analyse the data that comes from the manuscripts in the form of written texts. This data is then analysed and interpreted in a comprehensive, in-depth and perceptive manner. Philological and literary theories and methods were used to analyse and interpret this data. In accordance with the concept of qualitative analysis, an inductive data analysis was used to analyse the data in this study. This analysis allows for a continuous analytical process, ranging from data collection to the drawing of conclusions [13]. This series of data analysis is structured in three sections, namely thesis, antithesis and synthesis. Widodo & Muchtar [14] state that the steps of analysis can be structured like an inverted pyramid, as shown in the figure below:

The figure above shows the flow of analysis as follows: (1) The thesis position is filled with theories that are used to formulate the research framework. The research framework then leads to the instruments used to collect data. (2) The position of the antithesis is filled by research data. (3) The position of synthesis is an analysis of the data generated in the position of antithesis.

Above is an example of the illumination on the first page of *Serat Jayalengkara Wulang* manuscript. Technically, the illumination on the page is then searched for its elements so that it can be seen that it contains the forms of *nanasan, pagěran, praba, saton, udan riris*, and *lung-lungan*. Each element contained in the illumination was then interpreted for its meaning using cross-references. The results of the interpretation of the elements in this illumination are called the character values. These character values were then compiled and applied to the world of education through character education. Thus, illumination includes character education.

4. Results and discussion

The Value of Tolerance

The value of tolerance can be seen in the ornament of *'nanasan'* (pineapple). Ornaments that resemble inverted pineapples represent character education, teaching the relations between people. The word "*nanasan*" comes from Arabic "*An-Nas*," which means "human" [15]. Tolerance is an example of human relationships.

Examples of tolerance that can be applied include respecting other people, appreciating differences, and forgiving each other [16].

The Value of Self-control/Self-awareness

The value of self-control can be seen through the ornament of *'praba*.' The *'praba'* ornament represents the character education of self-control. This was evidenced in Pradana's opinion [17] that the *praba* ornament depicts the symbol of light (*nur*). *Nur* is related to self-control within every human being. Additionally, according to Fadhilah and Hidayatullah [18], *praba* signifies that individuals in life must be able to confront various obstacles and overcome their passions. *Praba* also conveys meanings of beauty, grandeur, blessings, and the king's protection of his people [19].

Rule Observance

The observance of rules is exemplified by the ornament of *'pageran*.' This ornament symbolizes the cultivation of character through the adherence to rules. This is because, in human life, there are boundaries that must not be transgressed [20]. According to Pramono [21], the purpose of establishing rules is to maintain societal order, ensuring the orderly functioning of social life. The boundaries established can be linked to the *Molimo* (five basic prohibitions) philosophy designed to prevent certain behaviors. One of the prohibitions in the *Molimo* philosophy is gambling [22].

Harmony and Unity

The value of unity can be observed in the ornament of *'saton*.' It represents the concept of unity in character education. Fadhilah and Hidayatullah [23] explain that *'saton'* denotes the unity of all elements or components. Suharyani [24] further explains that *'saton'* also signifies the union of the human soul and the Creator. This ornament can be found in mosques and *pendhapa* (temples), particularly on supporting poles and pillar angles. It is meant to remind visitors to these places to always surrender to God [25].

Gratefulness

Gratefulness can be seen in the ornament of 'udan riris.' The ornament is the representation of character education of being grateful. *Udan riris* symbolizes gratefulness for the blessings given by the Creator [26]. In addition, Chairiyani [27] states that *udan riris* means endless grace from God, even if it is small. One way to be grateful for the grace given by God is to have good relations with fellow humans and the universe [28].

Helpfulness

Helpfulness can be seen through the ornament of 'lung-lungan.' The ornament represents the character education of helping each other. "*Lung*" is derived from the Javanese word "*tetulung*," which means helping others. Therefore, this ornament signifies that to receive blessings, one must help many people [29]. If this action is carried out continuously, it will facilitate your sustenance. This is also conveyed by Suharyani [30], stating that "*lung-lungan*" comes from the word "*ulung-ulung*," which means being generous. The act of helping is also in accordance with the Javanese proverb "*sapa nandur kabecikan mesthi will ngundhuh*," which means good deeds come back to you threefold [31].

Dignity

Dignity is reflected in the ornament known as '*tlacaban*.' This ornament symbolizes the value of character education, specifically, dignity. The term "*tlacaban*" is derived from the Javanese word '*tlacab*,' which signifies the beam of light [32]. This can be understood as a leader's essential characteristic that embodies dignity. Furthermore, dignity can also be perceived as a leader's generosity in providing guidance to his people [33]. Suharyani [34] suggests that *tlacaban* can be associated with resilience. Hence, it is imperative for a ruler to possess resilience in governing the kingdom.

Sincerity

Sincerity can be seen in the ornament of *jasmine*. The ornament represents the virtue of sincerity in character education. According to Primanata, Harjianto, and Mohammad [35], jasmine, which is typically white in color, symbolizes sincerity or purity. Additionally, Rakhman [36] states that jasmine also signifies sincerity, purity, and honesty. This aligns with the explanation by Miranti et al. [37] that interprets jasmine as a symbol of tranquility, purity, and beauty. Sincerity can be linked to the concept of defending one's country. Individuals who defend their country must do so with sincerity and selflessness.

Responsibility

Responsibility can be seen in the ornament of the crown. The ornament represents character education, specifically responsibility. According to Ekowati, Wulan, and Handoko [38] (2017: 254), the crown symbolizes

a king as a leader with the highest power to rule the kingdom. As a leader, the king must have a sense of responsibility to ensure the prosperity of his people. This was also explained by Hayuningtyas and Ekowati [39], stating that the crown is the foremost symbol of the kingdom, aimed at the king, and signifies the responsibilities carried by a king. Responsibility is an attitude taken with full awareness of every action, so as not to harm any party [40]. Widyastuti [41] also explains that responsibility is an attitude taken in carrying out duties and obligations as well as possible, both to oneself, society, the country, and to God.

Vigilance

Vigilance can be symbolized by the crow's ornament, which represents the character trait of vigilance. According to Faoziah [42], the crow, known for its black feathers, traditionally symbolizes evil. Moreover, in Europe, crows are associated with death and magical elements [43]. This interpretation is also supported by Gordon, Listia, and Rika [44], who state that the crow symbolizes evil, darkness, and mystery. The negative associations of the crow serve as a reminder for us to always be aware of potential threats.

Steadfastness, Firmness, and Strength

The steadfastness of the heart can be seen in the symbolism of *tebu* (sugarcane). The sugarcane symbolizes character education, specifically the steadfastness of the heart. Sugarcane is interpreted as representing steadfastness [45]. According to Adams [46], the word '*tebu*' (sugarcane) is derived from the Javanese words *antebing kalbu*, which means the steadfastness of the heart. *Antebing* denotes steadfastness or determination, while *kalbu* refers to the heart. Hence, *antebing kalbu* signifies determination or steadfastness of the heart. This interpretation was also articulated by Gordon, Listia, and Rika [47], who stated that the Javanese word '*tebu*' (sugarcane), or *antebing kalbu*, is seen as a symbol of sincerity. Therefore, the symbolism of sugarcane represents a person's steadfastness or determination not to be easily influenced by others.

Beneficial for Others (Altruistic)

Being useful to others can be exemplified by the ornaments of coconut trees. The tree and its parts represent character education, specifically the idea of being beneficial to others. The coconut tree is valuable in all its parts [48]. Johan [49] also asserts that all parts of the coconut tree are usable by humans, emphasizing the importance of being helpful to others. For instance, assisting those in need. This concept is further supported by Raharjo [50], highlighting the numerous benefits of coconut trees.

Compassion

Compassion is shown in the illumination of the earth, which is covered with cauliflowers and plants with green leaves. For the Javanese, the earth is associated with the principle of *Astha Brata*'s guidance. One of the teachings of *Astha Brata* in relation to the land is the concept of *Hambeging Kisma*. The act of *Hambeging Kisma* can be interpreted as a behavior that reflects the earth [51]. A leader must show compassion for his people, just as the earth is always compassionate without discriminating against those who use it. The earth is also associated with the proverb "biting the hand that feeds you," meaning that evil is repaid with kindness [52]. The reason for this is that the earth is typically trampled, dug, hoed and so on. Nevertheless, the earth is beneficial to all as it encourages plant growth. Compassion can be shown by sensitizing one's heart and ears to the suffering of others [53].

Curiosity

The combination of the character education of curiosity, toughness, and wisdom can be seen in the ornament of *Paksi Naga Liman*. The ornament is evidence of cultural acculturation in the Kingdom of Cirebon. "*Paksi*," which means bird, is influenced by Islamic culture from Egypt, "*Naga*" (dragon) is influenced by Chinese culture, and "*Liman*," which means elephant, is influenced by Hindu culture [54]. The ornaments consist of a combination of three animals symbolizing three crucial character traits that humans must possess. According to Effendi [55], *Paksi*, which can fly freely, symbolizes a broad life, so humans must nurture curiosity to gain knowledge. *Naga*, in the form of a giant snake, represents toughness and confidence in facing life's challenges, while *Liman*, with its large and strong body, symbolizes wisdom without arrogance. When combined, *Paksi Naga Liman* represents the three essential character traits that humans should possess. Based on the ornament of *Paksi Naga Liman*, a leader is also interpreted as a ruler who strives to protect his people [56].

Steadfast Stance

The steadfast stance can be observed in the ornamentation of the *umpak* at the base of the *Wedana Renggan Gapura*. *Umpak* is a pillar or base made of stone [57]. If the foundation is not strong, the building may collapse easily even from minor vibrations. *Umpak* symbolizes the stability required of a leader, akin to the support provided by human footwear [58]. Sometimes, *umpak* is adorned with the lotus (*padma*) which symbolizes strong

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purity and authenticity [59]. When associated with married life, *umpak* can be interpreted as representing a steadfast commitment in marriage, thus safeguarding family life from destruction.

Wisdom

Wisdom can be seen through the depiction of an elephant with its large body, height, wise gaze, and strength. Elephants symbolize wisdom, solidarity, and strength [60]. Individuals with characteristics similar to those of elephants are not likely to be arrogant because they value tolerance. Additionally, elephants are closely associated with the Hindu mythology figure, *Ganesha*. *Ganesha* is portrayed as a god capable of overcoming obstacles, the god of wisdom, and the god of intelligence [61]. A person is considered wise if they are skilled at using reasoning based on experience, integration (brain, attitude, behavior), and self-evaluation [62].

Critical and Strategic Thinking

Critical and strategic thinking can be observed through the presence of a variety of weapons used in warfare, such as swords, shields, spears, and *rontek*. These diverse weapons are utilized both for defense and in the struggle for the survival of the group [63]. Furthermore, the array of weapons in warfare can also be interpreted as symbols of war and strategic expertise [64]. Strategy in warfare is inherently linked to cognitive processes that necessitate careful consideration and planning. Various potential risks or obstacles must be taken into account through the application of critical thinking. Critical thinking leads to decisions that are contextually appropriate, thereby bolstering self-confidence [65].

Leadership

Wearing a crown has long been used as a symbol of power and leadership [66]. Trait-based leadership theory is a theory that takes into account the personal qualities and characteristics that distinguish leaders from non-leaders [67]. This means that a person's personal qualities and characteristics make the difference between someone deserving the title of leader or not. According to Gibson et al. [68], leadership theory attempts to identify certain physiological, mental and personal characteristics that are related to the success of leaders.

Protecting and Sheltering

The crocodile is an animal that can live in two areas: on land and in water. Similar to the image of the lion in the illumination on page 94v, the two crocodiles in the illumination on page 104 are depicted at the bottom of the illumination and back to back. Just as the image of the lion in the illumination on page 94v has a philosophical meaning as a guardian, the illumination of the crocodiles on page 104v has a similar philosophical meaning as a guardian. The difference is that while lions only live on land, crocodiles live both on land and in water. This also symbolizes that crocodiles are guardians and protectors from disturbances that come from both land and sea. Munandar [69] explains that a shrine can be called a religious shrine if it is erected near a temple, hermitages, *punden* (sacred places such as ancestral tombs, sacred trees, etc.), terraces or other religious places. The Hindus in Bali, continuing the tradition of worship of the ancient Javanese people, regard water as valuable both theologically and pragmatically. Water must be conserved because it is an important part of the life of living beings on earth. Water conservation ceremonies are performed at springs, lakes, rivers and in the sea. The concept of water in this ancient Javanese period continued through the influence of Islam in Indonesia. Ponds in gardens on Java were used for self-purification (bathing or ablution), water supply and balance of nature during the Islamic influence. This ancient Javanese tradition then continued in today's Javanese culture, where water is seen as something important that must be protected. The symbolism of the crocodile is that of a guardian of water.

Naga (dragon), in the form of snakes, are frequently encountered in Javanese culture. The existence of the dragon in this cultural object shows that the dragon symbolizes a certain meaning. The dragon is a symbol of power and royalty [70]. As it is a symbol of power and the nature of a king, the dragon has certain characteristics. Mistikaningsih (year 69) says that the dragon symbolizes strength, goodness, courage and unwavering determination as well as bravery and perseverance. There are times when a dragon is not seen alone in an ornament, but in pairs. In the illumination above, for example, two dragons can be seen on the right and left. The two dragons on the right and left represent the protection and safety of the inhabitants [71]. This protection is also one of the qualities that a king must have, namely that of a protector. Another manifestation of the dragon as a symbol is illumination in the form of *penjor*. *Penjor* is one of the works of art of the Hindu community in Bali made as a symbol for *Sang Hyang Naga Basuki* as the embodiment of God's power [72]. In sum, the dragon is a symbol of protecting power, strength, and courage."

Generosity

The tendril plant symbolizes glory and growth that develop and continue to flourish. This signifies that an individual's well-being should be directed toward and shared with others. In other words, the character education represented by the emblem of the vine is generosity. One must embody generosity and not be stingy. Vines that

flourish on grapevines symbolize constant growth and magnificence [73]. The flowering vines symbolize the magnificence and growth of Indonesian culture, which is constantly evolving and benefiting the nation and its diverse people [74].

Generosity is defined in *Kamus Besar Bahasa Indonesia* (the official Indonesian dictionary) as kindness towards fellow human beings; generosity [75]. Being generous means truly giving, offering help or being willing to make sacrifices in the name of Allah, whether with wealth or even with one's body and soul, whether by lending a helping hand, giving alms, contributing to infaq, zakat and so on (charity) [76]. According to Berkowitz and Krebs, the hallmarks of generous behavior are: being wholeheartedly willing to benefit others and offering help or doing something without expecting anything in return [77].

One of the values of character education is social concern. Social concern is an attitude and action that consistently seeks to provide aid to others and those in need [78]. Men, as social beings, cannot exist in isolation. Therefore, an attitude of concern for others needs to be instilled from an early age. The demonstration of social concern embodies a generous attitude. Generosity means being genuinely giving, helpful, or willing to make sacrifices.

Love the Motherland and Defend the Country

Love of country is an attitude, behaviour and action that expresses a sense of loyalty, care and deep appreciation for one's nation and country [79]. Affection for the motherland is also characterized by a strong sense of nationalism. This affection for one's country is manifested in behaviour based on patriotism and a willingness to make sacrifices for the good of the homeland and the nation [80]. The love of the homeland and the defences of the country are embodied by the fighting banners, weapons and spears. Banners serve as symbols of a kingdom's pride and define its identity. They can also be interpreted as flags representing troops marching into battle [81]. Banners are also revered as heirlooms that symbolize royal greatness. Another significant symbol is the pennant flag, which historically served as the insignia of a military command group [82]. Over time, the use of flags and pennants has evolved beyond mere group identity, with specific regulations now governing national flags, such as the Indonesian state flag that is covered by laws UU RI No. 24 Tahun 2009 pertaining to its usage, as well as the regulations for the National Anthem

Turning to the symbolism in the illumination, weapons such as arrows, guns, and shields signify the preparedness of troops for war. These weapons serve as emblems of pride and self-respect for the troops and the kshatriya group [83]. Here, the imagery of weapons serves as an analogy for the organized ranks of the soldiers.

Religiosity

Religious Javanese manuscripts incorporate symbols related to sources of power, including kings, protectors, and God. The Javanese manuscript below utilizes the symbol of the power of the King of Yogyakarta at the time (*Hamengku Buwana*) to signify royal authority. This can be further observed in the accompanying picture [84].

The Javanese culture is also shaped by Arab influence due to the long history of trade with the archipelago. Apart from the impact on thought patterns and religion, the motifs and decorations in Indonesian culture were influenced by the symmetrical and calligraphic style of Arabic art. This influence led to a cultural fusion that shaped the illuminations of Javanese manuscripts during the Islamic period. The following example shows a Javanese manuscript influenced by the Arabic style [85].

Character can be defined as a fundamental value that shapes a person's personality and is influenced by both heredity and environment, resulting in particular attitudes and behaviours in daily life [86]. Michael Novak explains that character is a harmonious blend of all the virtues embodied in religious teachings, literary stories, wise narratives and the wisdom of sages from ancient times to the present [87]. Character can be cultivated through proper transformation as an integral part of character education.

5. Conclusion

Character values found in the illuminative elements of the manuscript include tolerance, self-control/introspection, obedience to rules, harmony and unity, gratitude, mutual aid, authority, sincerity, responsibility, vigilance, steadfastness, strength, usefulness to others, compassion, curiosity, firm opinions, wisdom, critical and strategic thinking, leadership, protection and care, generosity, love of motherland, defense of country, and religiosity.

The Illumination as part of the manuscript also conveys ideas in various forms. Understanding the illuminations complements the ideas presented in the manuscript beyond understanding the text. Analyzing the text and its illuminative elements enhances interpretation and understanding of the meaning of the manuscript.

The character values contained in the illuminative elements of this manuscript can be incorporated into character education in the field of education.

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A CROSS SECTIONAL STUDY ON HEALTH PROFILE BASED ON BMI AND PHYSICAL FITNESS OF SPORTS COACHING EDUCATION STUDENTS AT THE FACULTY OF HEALTH AND SPORT SCIENCES UNY

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Abstract

This study aimed to determine the health profile based on Body Mass Index and physical fitness of Sport Coaching Education UNY students and the correlation between Body Mass Index and physical fitness of Sport Coaching Education UNY students. This study is a quantitative study with a cross sectional study approach. The research sample was 63 PKO Sport Coaching Education students. In this study used purposive sampling technique. The instruments used in this study is an instrument to measure BMI which consists of height using a stadiometer and weight using a weight scales, while for physical fitness using the cooper test. IBM SPSS was used for statistical analysis. Descriptive data were reported as mean and standard deviation, and average weight and height were determined for all age groups. Pearson's moment correlation coefficient (r) was used to investigate the relationship between physical fitness and BMI in all subjects, as well as those of normal weight and overweight/obese individuals. Furthermore, an overall fitness score of one (very poor) to five (very good) was included by calculating the mean from standardised VO2 max values.

BMI was shown to have a slight inverse correlation with physical fitness with r=0.15 to 0.33 (p0.001). The Correlation was significant in overweight/obese people than in normal weight people. This study found that overweight and obese people performed worse on fitness tests than their normal-weight counterparts.

Keywords: health, BMI, physical fitness, sport students

1. Introduction

Physical inactivity and poor physical fitness in children and adolescents is a growing public health problem globally (WHO, 2020). Physical fitness has been defined as "a set of attributes a person possesses or achieves that relate to the ability to perform physical activities". There are various components that play a role in a person's physical fitness. Health-related components include body composition (often expressed as body mass index, kg/m2), aerobic fitness (also known as cardiorespiratory fitness), muscular strength and endurance and flexibility. Although physical activity and physical fitness are often used interchangeably, they are not the same. However, both provide beneficial health outcomes and are interrelated. Gender, age, genetics and health status are all determinants of physical fitness. However, the main controllable and modifiable determinant is physical activity habits and/or patterns (Morrow JR, 2013). Cardiorespiratory fitness is commonly used to measure habitual physical activity. It is defined as the ability of the circulatory and respiratory systems to supply oxygen to working muscles during sustained exercise. Cardiorespiratory fitness, commonly measured as maximal oxygen uptake (VO2 max) is a reliable and inexpensive measure that not only measures habitual physical activity, but is also an indicator of a person's health (Lee DC, 2010). Muscle strength is also an important part of physical fitness which is when a muscle or group of muscles, in a single contraction, produces maximum force (Micheo W, 2012). Muscle strength has been shown to provide health benefits, not only for adults but also for adolescents. Evidence shows that strength training can help with weight loss and improve health. weight control where resting metabolic rate increases as a result. Strength training can also increase bone mineralisation, which in turn can prevent sports-related injuries. Although peak bone mass is mainly influenced by genetics, increased bone mineral density resulting from strength training is also necessary for young girls who are at high risk of osteopenia and/or osteoporosis.

A person has good physical fitness, then the daily activities carried out can take place well so that they still have energy reserves to do other work. Physical fitness is a basic need for a person in carrying out daily activities. The fitness that a person has will have an influence on a person's performance and will also provide positive support for work or learning outcomes. Someone has optimal physical fitness, then in doing his work it is without feeling excessive fatigue even though the work is heavy and tiring, otherwise if you do not have high physical fitness, all work will feel heavy.
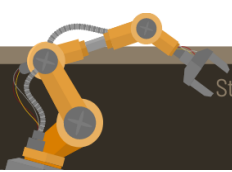
Physical fitness is needed for someone to complete a physical task without experiencing excessive fatigue for a relatively long time and has the ability to do other work. Physical fitness allows a person to work productively and efficiently, is not susceptible to illness and disease, learns more vigorously and can achieve optimally and get the results that are in accordance with the expected results. The importance of physical fitness in maintaining health is undoubted, the higher the level of health, the better physical fitness will be.

Physical fitness is very useful for children to support physical work capacity, one of which is influenced by nutritional status obtained from body composition (Irianto, 2007: 65). The body composition in question is a proportional ratio between height and weight of a person and the sum of all body parts. The body parts themselves consist of fat-free tissue mass and fat or adipose tissue. Fat-free tissue consists of muscle tissue, bone and extracellular fluid, which is contained in a person's body. The more proportional the ratio of height and weight of a person may have good physical fitness as well. The way to determine body composition is by using Body Mass Index (BMI) measurements. BMI can describe nutritional status and body fat. The measurement only requires two things, namely body weight and height, which can then be calculated using the IMT formula to get measurement results that can be matched with nutritional status norms. Currently, the number of people with obesity is increasing sharply around the world along with the decline in physical activity. In children, physical fitness is often forgotten. Whereas this physical fitness is very useful to support the physical work capacity of children which in turn is expected to improve their achievements. Health data in 2008 showed that 35% of the world's adult population suffered from obesity. Whereas in 2010, as much as 6.7% of the world's child population was obese and overweight. It is estimated that obesity will continue to increase and reach 9.1% or 60 million people with this disease in 2020 (Kemenkes RI, 2018).

The incidence of overweight in adolescents is currently evidenced by the national prevalence based on basic health research data or RISKESDAS (Kemenskes.go.id, 2020) there are 8.7% of adolescents aged 13-15 years and 8.1% of adolescents aged 16-18 years with thin and very thin conditions. The prevalence of overweight and obesity was 16.0% in adolescents aged 13-15 years and 13.5% in adolescents aged 16-18 years. Obesity in adolescents is important to note because adolescents who are obese are 80% likely to be obese as adults. In addition, there is an increase in obese adolescents who are diagnosed with disease conditions that are common in adults, such as type 2 diabetes and hypertension. Obese adolescents throughout their lives are also at a higher risk of suffering from a number of serious health problems, such as heart disease, stroke, diabetes, asthma and some cancers. The stigma of obesity also brings psychological and social consequences to adolescents, including an increased risk of depression as they are more often rejected by peers and teased and ostracised for their weight (Suryaputra & Nadhiroh, 2012: 42). To date, no evidence has been found on how body mass index (BMI) affects physical fitness. A recent study with a field test, for Latin American adolescents, showed poorer cardiorespiratory fitness in the obese group than in their healthy counterparts, regardless of anthropometric parameters (Ramirez, 2019). Another study by (Reid et al, 2019) reported that tests of lower body strength, body mass percentage and fat provided limited information regarding physical activity. Furthermore, a study by (Xu et al, 2020) showed a nonlinear relationship between weight status and physical fitness, and adolescents classified as underweight or obese had poorer physical fitness than their normal weight peers. Engaging in habitual physical activity, including cardio, strength and flexibility training, from early adolescence is essential for achieving good physical fitness, which might even halt the increasing trend of overweight and obesity among adolescents worldwide. Therefore, the purpose of this study was to investigate the Health Profile based on Body Mass Index and physical fitness of Sport Coaching Education Universitas Negeri Yogyakarta students as well as the correlation between Body Mass Index and physical fitness of Sport Coaching Education Universitas Negeri Yogyakarta students.

2. Method

This research is a type of cross sectional research. A cross sectional study is an observational (non-experimental) study that is only descriptive and is also an analytical study. Cross sectional includes all types of research where the measurement of variables is only done once, at one time. This study has two variables, namely Body Mass Index and physical fitness, so this study aims to determine the status and relationship between BMI and physical fitness.

The sampling technique used was purposive sampling. The research sample was 63 Sport Coaching Education UNY students. The instruments used in this study were instruments to measure BMI consisting of height using a stadiometer and weight using a scale, while for fitness using the cooper test.

Statistical analysis was carried out using IBM SPSS Statistics for Windows v.22.0. Descriptive data were presented as means, standard deviations, and mean weight and height across all age groups were calculated. Age- and gender were used to classify participants as underweight, normal weight, overweight or obese. Pearson moment correlation coefficient (r) was used to test the relationship between BMI and Physical Fitness. In addition, an overall fitness score from one (very poor) to five (very good).

3. Result

A total of 63 subjects (7,94 % females and 92,06% males) participated in the study. The results of data analysis show that the fitness and body mass index of the research subjects are as follows.

Table 8. Body Mass Index of subjects

No.	Category	Female		Male	
		f	%	f	%
1.	Underweight	1	1,59	2	3,17
2.	Normal	1	1,59	38	60,32
3.	Overweight	1	1,59	7	11,11
4.	Obesity	0	0	10	15,87
5	Obesity II	2	3,17	1	1,59

Based on these data we know that for female subjects 1.59% of subjects are underweight, 1.59% of subjects are normal, 1.59% of subjects are overweight and 3.17% of subjects are obese class 2. while for male subjects 3.17% of subjects are underweight, 60.32% of subjects are normal, 11.11% of subjects are overweight, 15.87% are obese and 1.59% of subjects are obese class 2.

Table 9. Fitness Level of subjects

No.	Category	Female		Male	
		f	%	f	%
1.	Very Poor	2	3,17	12	19,05
2.	Poor	1	1,59	2	3,17
3.	Fair	2	3,17	5	7,94
4.	Good	0	0	16	25,40
5	Very Good	0	0	23	36,51

Based on the subject's fitness data, we know that for female subjects 3.17% of subjects are very less fit, 1.59% of subjects are less fit, and 3.17% of subjects are quite fit. while for male subjects 19.05% of subjects are very less fit, 3.17% of subjects are less fit, 7.94% of subjects are quite fit, 25.40% of subjects are well fit and 36.51% of subjects are very well fit.

Table 10. Correlation coefficient between BMI and Fitness of the study group

Variable		BMI	
		Female	Male
Fitness	Pearson's r	-0,33**	-0,400**

Based on this data, both women and men there is a correlation between BMI and fitness condition. Male correlation data shows that the correlation is stronger than female data

4. Discussion

The main finding of the present cross-sectional study, a weak inverse association between BMI and fitness, was found in all female and male. The negative inverse association was stronger when girls were normal weight and girls were overweight/obese, and boys were separated. Research on the relationship between BMI and physical fitness level has been conducted by several researchers. According to Joshi, Bryan, and Howat (2011) there was a statistically significant correlation between BMI category and overall fitness score (p=0.05). In other words, participants with a normal BMI were more likely to achieve a higher overall fitness score than those categorised as overweight or obese.

Many factors influence a person's physical fitness level, including age, gender, heredity, diet, smoking, exercise, physical activity and body fat. Fat accumulation can reduce physical fitness. Fat tissue is a tissue that is not directly involved in the process of energy formation. Directly involved in the formation of energy is muscle tissue. Obese people have more fat tissue than muscle tissue so that they have a small ability to produce energy.

Physical fitness will be better in someone who has more active tissue than someone who has little active tissue (Lubis, Sulastri, & Afriwardi, 2017: 145).

This is in accordance with the theory, where an increase in BMI (obesity) will provide an additional burden on the thorax and abdomen in the form of overstretching, so that the respiratory muscles work harder. Respiratory workload is the amount of energy required in the breathing process. The amount of energy is measured by the amount of oxygen consumed by the respiratory muscles for each ventilation. The greater the body mass index value, the higher the respiratory workload. Respiratory workload in obesity increases by 60%, severe obesity by 250%. BMI also has an impact on vital capacity (KV), inspiratory reserve volume (VCI), inspiratory capacity (KI) and forced vital capacity (KVP). The higher the body mass index, the lower the lung capacity so that the amount of energy in obesity is inversely proportional to the amount of oxygen entering the body (Trubus, 2010: 42).

5. Conclussion

Physical fitness and BMI have a relationship. Overweight and obese students score lower in fitness tests compared to normal weight students.

To prevent an increase in the prevalence of overweight and obesity in university students, a programme to increase physical activity in the environment is needed.

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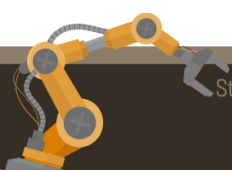
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