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TABLE OF CONTENTS

Internalization of Pancasila Values Through School Cultivation During the Covid-19 Pandemic

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Abstract. Internalization of Pancasila values must be given to students. Teachers need to find creative, innovative, inspirational, and contextual ways to cultivate Pancasila values in schools. This study aims to describe the results of the best practices that have been carried out by teachers in cultivating Pancasila values during the Covid-19 pandemic. This research method uses descriptive qualitative. The informants are teachers at Al Falah Darussalam Elementary School, Sidoarjo Regency, East Java Province and at Bucu 4 State Elementary School, Jepara Regency, Central Java Province who have carried out good practices in internalizing Pancasila values. Selection of informants by using purposive sampling. Data collection techniques using document studies, literature studies, and interviews. The data analysis technique was carried out by Milles and Huberman's interactive analysis model. Manual data processing through the stages of data collection, data reduction, data presentation and drawing conclusions. The results showed that the media created by the teacher in cultivating the values of Pancasila for students was very creative and innovative. Garuda BMT and Bupanca media can increase the internalization of Pancasila values and students' creativity. Collaboration between teachers and parents is very important for the successful internalization of Pancasila values during independent learning at home. Cultivating Pancasila values is something important that must be done by teachers continuously in line with the dynamics of the life process of the nation and state.

Keywords: Internalization; Pancasila; Civilization

Abstrak. Internalisasi nilai-nilai Pancasila harus diberikan kepada peserta didik. Guru perlu mencari cara kreatif, inovatif, inspiratif, dan kontekstual dalam pembudayaan nilai-nilai Pancasila di sekolah. Penelitian ini bertujuan untuk mendeskripsikan hasil praktik terbaik yang telah dilakukan oleh guru dalam pembudayaan nilai-nilai Pancasila dimasa pandemi Covid-19. Metode penelitian ini menggunakan deskriptif kualitatif. Informan adalah guru di Sekolah Dasar Al Falah Darussalam, Kabupaten Sidoarjo, Provinsi Jawa Timur dan di Sekolah Dasar Negeri 4 Bucu Kabupaten Jepara, Provinsi Jawa Tengah yang telah melakukan praktik baik dalam internalisasi nilai-nilai Pancasila. Pemilihan informan dengan menggunakan cara *purposive sampling*. Teknik pengumpulan data menggunakan studi dokumen, studi pustaka, dan wawancara. Teknik analisis data dilakukan dengan model analisis interaktif Milles dan Huberman. Pengolahan data secara manual melalui tahapan pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa media yang dibuat oleh guru dalam pembudayaan nilai-nilai Pancasila terhadap peserta didik sangat kreatif dan inovatif. Media Garuda BMT dan Bupanca dapat meningkatkan internalisasi nilai-nilai Pancasila dan kreativitas peserta didik. Kolaborasi guru dengan orang tua sangat penting dilakukan untuk keberhasilan internalisasi nilai-nilai Pancasila pada saat pembelajaran secara mandiri di rumah. Pembudayaan nilai-nilai Pancasila merupakan sesuatu yang penting harus dilakukan oleh guru secara terus menerus sejalan dengan dinamika proses kehidupan berbangsa dan bernegara.

Kata kunci: Internalisasi; Pancasila; Pembudayaan

INTRODUCTION

Students are members of the community who seek to develop their potential through existing learning at the education level (Asmaroini, 2016). Education is a civilizing process to develop human talent and potential to raise dignity at the human level (Sukitman, 2016). Various efforts have been made by the government so that Indonesian education is of high quality. An effective and efficient learning system is the desired outcome for every component involved in the world of education (Himawan, 2011). The purpose of education is not only to produce an academically intelligent generation but also to have character and culture.

Globalization has led the nation's generation to a new life model, namely virtual relationships, where in this relationship model, the nation's generation relates to people or images who have never physically met, or are even impossible to meet (Wathani, 2021). Globalization brings changes in the international world order which has a direct effect on changes in various countries. One of the impacts of these changes is the tendency to wane the sense of Indonesian nationalism.

Globalization has both positive and negative impacts, but not every Indonesian citizen responds well to the negative impacts of globalization (Kurniawan, 2015). The negative impact of globalization is the decline in ethics, morals, and character of the nation's children. This influence can be seen in the public media with a lot of news about juvenile delinquency such as brawls between students, illegal racing, drug abuse, pornography, porno-action, and other negative behaviors. A phenomenon that is no less alarming in the world of education is the erosion of Pancasila values. The impact of globalization on changes in the character of society that is not in accordance with the values of Pancasila is feared to be able to forget the national identity (Fitriani, Rani & Dewi, 2021). It is evident that many young people do things that are not based on Pancasila. Such as lack of prayer and gratitude for everything, weak empathy for people around, wasteful life, lack of independence, lack of responsibility, and others. The lack of understanding of the internalization of Pancasila values in the nation's generation is the main cause of these problems.

The government is currently aggressively promoting the Strengthening of Character Education to re-earth the values of Pancasila. Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education is an opening space for synergies between schools and communities engaged in developing noble values (Khotimah, 2019). Currently, the Ministry of Education and Culture and Research and Technology is also initiating the Pancasila Student Profile program. Various policies that lead to the formation of the Pancasila Student profile, the mechanism for disseminating character growth

is carried out with content to education units, families, and communities coordinated by the Ministry of Education and Culture's Character Strengthening Center (Ismail, Shalahudin, Suhana & Zakiah, 2020). These facts are also the basis for the government to include it in the curriculum, program, and school culture.

The teacher sees such a phenomenon very touched and is eager to instill the values of Pancasila in students. Especially during the online learning period, students are free to do anything at home without parental supervision. With learning conditions during the current pandemic, simple, effective media is needed, and students are free to learn. By using simple media, internalization of Pancasila values can still be carried out and results in civilizing both at school and at home.

The Covid-19 pandemic period did not make it an obstacle for teachers to instill Pancasila values. Teachers must find a way how with distance learning, the internalization of Pancasila values can still be done. As the results of research conducted by (Siregar, Izuddinsyah & Naelofaria, 2020) regarding the Internalization of Pancasila Values in Networked Learning at the Elementary School Level, it is stated that teachers can internalize Pancasila values to students in certain activities in the online learning process. By habituation that is carried out continuously in all learning situations, it is hoped that students can become individuals who are faithful and pious, as well as intelligent citizens who

uphold and practice the values of Pancasila. Therefore, schools are one of the strategic places to pass on character to students. School is a place to pass on character to students. As said by Putri (Putri, 2018) that school is a place to cultivate character education.

The results of research conducted by Wathani (Wathani, 2021) regarding the Internalization of Character Values Through School Culture at SMKN 41 Jakarta stated that the internalization of character values can be done through habituation although through simple activities, but has a positive influence on character formation. through a school culture development approach. Meanwhile, the results of research conducted by Nurizka, Rian and Rahim (Nurizka, Rian & Rahim, 2020) regarding the Internalization of Pancasila Values in Shaping Students' Character Through School Culture stated that the formation of students' character through school culture can be done by structuring the school's physical environment, structuring the school social environment, structuring school personnel, structuring the school work environment, classroom management, principal leadership. Based on the results of this study, it can be concluded that the internalization of Pancasila values can be carried out through civilizing in schools in various ways.

Schools have an important role in educating and educating the nation's children. At school, it does not necessarily only teach

knowledge competence, but it is necessary to develop the attitude competence of students who will form character in accordance with the noble values that become the guidelines and way of life of the Indonesian nation (Nurizka, Rian & Rahim, 2020). This study provides solutions and alternative ways of internalizing Pancasila values through civilizing in schools during the Covid-19 pandemic based on best practices carried out by teachers.

RESEARCH METHODS

This research is a descriptive study using a qualitative approach. Descriptive research is research that seeks to provide systematic and accurate factual descriptions based on facts (Zuriah, 2006). The selection of informants who provide input for research information data by means of purposive sampling, namely the researcher determines the sampling by determining special characteristics that are in accordance with the research objectives so that it is expected to be able to answer research problems. The informants of this research are teachers who have practiced good in internalizing Pancasila values to students, namely Imawati, S.Pd. fourth grade teacher at Al Falah Darussalam Elementary School, Sidoarjo Regency, East Java Province and Budi Prihartini, S.Pd.SD., M.Pd. fifth grade teacher at 4 Bucu Elementary School, Jepara Regency, Central Java Province. The data collection technique in this research used document studies, literature studies, and interviews. The data analysis technique was carried out using an interactive analysis model by Miles and Huberman (Milles, M. B., & Huberman, 1994). This is based on reference to the research objectives that have been set. The data obtained from the research results are in the form of very diverse data, so that researchers carry out analysis and selection of relevant data. The data processing of this research was carried out manually through four stages, namely: data collection, data reduction, data presentation and drawing conclusions.

DISCUSSION

Internalization of Pancasila Values

Internalization has an understanding, namely the process of entering values into someone who will shape his mindset in seeing the meaning of the reality of experience (Nurjanah, 2017). Internalization of Pancasila values according to Kaelan (Kaelan, 2013) can be obtained, namely: (a) knowledge means a correct knowledge of Pancasila both aspects of values, norms, and practical aspects, (b) awareness means always knowing the growth of conditions that exists within oneself, (c) obedience means always in a state of willingness to fulfill physical and spiritual obligations, (d) volitional ability which means there is competence to do something, and (e) character and conscience to always be introspective. Internalization of Pancasila values is a process of instilling the nation's

ideology into citizens as an effort to shape personality, ways of thinking, and patterns of behavior in every aspect of national and state life.

Pancasila as the philosophy of the Indonesian nation, must be actualized in everyday life by all components of the nation. With the actualization of Pancasila values in aspects of life, the Indonesian people believe that the Pancasila ideology is the guideline for all elements of the nation both in terms of politics, economy, social, culture, and others. Pancasila as the identity of the state, the personality of the Indonesian nation, the outlook on life of the Indonesian nation, the soul of the nation and the noble agreement (Pusat Kurikulum dan Pembelajaran, 2019). The values of Pancasila include: (a) the value of divinity, (b) the value of humanity, (c) the value of Unity, (d) the value of Democracy, and (e) the value of Justice. Pancasila is the result of a philosophical process that is taken from the noble values of the Indonesian nation. Therefore, as an effort to maintain the nation's personality, especially the younger generation, it is important to internalize the values of Pancasila in the field of education. The values contained in each precept in Pancasila are a manifestation of the character of the Indonesian nation itself as a form of good citizens (Damanhuri, Bahrudin, Febrian Alwan, Legiani, Wika Hardika, Rahman, 2016).

The Ministry of Education, Culture, Research, and Technology in an effort to re-earth the values of Pancasila has created a program, namely the Pancasila student profile. Internalization of Pancasila values needs to be given through education. Schools as implementers of education must make real efforts to internalize the values of Pancasila (Nurizka, Rian & Rahim, 2020). In the educational environment, this internalization process can be carried out through the learning process and various organizations in the school environment (Nurjanah, 2017). The internalization of Pancasila values can be done programmatically through cultivating activities in schools. The process of forming the character of students in education cannot be separated from the school's efforts to create a school climate that teaches character to students. The school climate can be realized from the school culture which is a priority in shaping the character of students. The government itself has made a basic design for character education by placing four main values that must be instilled in schools. The four values are: (a) honest and responsible (process of the heart), (b) intelligent (thought), (c) healthy and clean (sports), and (d) caring and creative (taste) (Puri et al., 2017)

Cultivating Pancasila Values in Schools

Cultivating Pancasila values must be done in schools. Every activity at school must be reflected in the values of Pancasila so that

the ideology of the Indonesian nation is embedded in every student. The role of schools as education providers has an important factor in shaping the character of students effectively. Cremer and Reezight (1966) in (Hasan, M. Nur & Supriyatno, 2016) identify 7 effective ways of administering schools, namely: (a) an orderly school environment, (b) agreement and cooperation between educators, (c) concentration on basic needs and time spent on learning, (d) monitoring of student progress (evaluation), (e) administration and leadership, (f) policies involving students' parents, and (g) expectations or expectations. From this description, it shows that schools have a strategic role to create a superior school culture so that the educational climate can run well, including inculcating the values of Pancasila.

Schools must make policies in accordance with the goal of creating a school culture that supports the formation of the character of students based on the basic design of the government. School culture itself can be formed from agreements made between the school, students, and parents in the form of policies that will make the school's hallmark. With the formation of school culture, the values formed in students will be reflected as a manifestation of the school's commitment to developing character. School culture is also part of the school's way of internalizing the values of Pancasila to students as a form of concern for the noble values of the Indonesian nation. As stated by Pradana (Pradana, 2016)

that character development in accordance with Pancasila values can be developed through both formal and non-formal education with culture in schools. School culture can be interpreted as a program of school activities that aims to instill Pancasila values in students and school residents.

School culture can be developed and shaped as a characteristic or school identity so that it can show differences from other schools. School culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school (Puri et al., 2017). The internalization of Pancasila values can be integrated through school culture so that the character of students can be formed. The existence of schools can be formed from the application of school culture. Several factors that influence the existence of schools include the attitudes and beliefs of people in school and outside of school, as well as school cultural norms and relationships between individuals in schools that make up school culture (Suhayati, 2013).

Cultivating Pancasila values requires synergy with all school members, both principals, teachers, students, and also parents. Giving awards for teachers who take real action in instilling Pancasila values needs to be done. The internalization of Pancasila values in shaping the character of students through school culture is not only implanted during the

learning process in class but also in various other supporting activities (Nurizka, Rian & Rahim, 2020). The inculcation of Pancasila values can be entered through the learning process in the classroom, extracurricular programs and other programs held in schools. In planting character education, it needs to be done through a comprehensive approach, not relying on certain subjects, and using various methods and strategies and involving all parties in the school (Zuchdi, 2010). This is also in line with what Alawiyah said (Alawiyah, 2012) that character education can be carried out through integration in all lessons, creating school culture, co-curricular and extracurricular activities as well as a civilizing process carried out by all school members.

Best Practices for Teachers in Cultivating Pancasila Values in Schools

The cultivation of Pancasila values was carried out in Al Falah Darussalam Elementary School, Sidoarjo Regency, East Java Province and 4 Bucu State Elementary School, Jepara Regency, Central Java Province. The following two teachers cultivate Pancasila values with a medium. Media is one of the important factors in the process of civilizing Pancasila values. (Wahyuningtyas, Rizki & Sulasmono, 2020). The following are real actions taken by teachers in instilling the values of Pancasila.

1. Garuda BMT

Imawati, S.Pd. is a fourth grade teacher at Al Falah Darussalam Elementary School whose address is at Jalan Orchid Number 1 Perum Wisma Tropodo, Sidoarjo Regency. The media created is Garuda BMT, which stands for the Children's Movement with Pancasila School Culture Character - Independent Worship Responsibility. BMT itself is a school culture at Al Falah Darussalam Elementary School. With a good school culture, it is hoped that the internalization of Pancasila is easily achieved to the maximum. Where the culture is based on the philosophy of Pancasila. Many activities are reflected in the practice of Pancasia. There is a school culture, namely Worship, Independent, Responsibility which is then abbreviated as BMT, namely:

a. Worship

Worship is the practice of precepts 1. Worship can be done in any activity. For example, in school culture, praying dhuha early in the morning at school, praying before class, respecting religious friends and others.

b. Independent

Independence is the practice of precepts 3 and 4. Independence that can be carried out in school culture such as being independent and united in class pickets (precepts 3) and discussing in group assignments (precepts 4).

c. Responsibility

Responsibility is the practice of precepts 2 and 5. Responsibilities must be owned by students including social responsibility (empathy), for example visiting a sick friend (precept 2) and responsibility for oneself, namely being fair, not choosing friends (precept 5) . The following is the slogan of the BMT school culture in the classroom.

Figure 1. Display of School Culture Slogans BMT In Class

During the Covid-19 pandemic, students will not be separated from the culture that has been carried out in schools and the erosion of the internalization of Pancasila values. This Garuda BMT media is made very easy and fun so that students can imitate and apply it while studying at home. If you have a computer and printer at home, you can make it easily. If not there is also no problem. This media can be made from materials that are very easy to obtain using makeshift materials such as paper from a calendar or used envelopes. Tools: scissors, glue, and markers.

Materials: buffalao paper, folded paper, small envelopes or plain HVS paper. How to make: (1) buffalo paper is made into a base for placing envelopes, (2) it takes 5 envelopes because Pancasila has five precepts, (3) after you finish write each precept on each envelope (picture the symbol too), (4) cut out extend five colorful folded papers like ice cream sticks, (5) write down every day the activities that have been carried out that reflect the internalization of Pancasila values on the folded paper clippings, and (6) then insert the cutouts into the envelope on each of the appropriate precepts.

During the Covid-19 pandemic, students learn to apply school culture at home. With the Garuda BMT media, students do not feel that they will implement the BMT school culture in internalizing Pancasila. Every activity is a reflection of the practice of Pancasila. The values of Pancasila can be understood, lived and practiced in everyday life (Mustari, Akbal, Muhammad & Umar, 2020). By getting used to activities that internalize Pancasila, it makes students a generation that has a high sense of nationalism and becomes a brake (filter) on the negative effects of globalization.

The activities of students at home can be varied and focused with the Garuda BMT media. Students enthusiastically carry out Pancasila activities. Looking for ideas and doing it yourself. They are increasingly independent in implementing various kinds of

Pancasila internalization activities with school culture brought to their homes. Examples of activities that have been carried out by children during the pandemic through the Garuda BMT media are: (1) precept 1: pray, recite the Koran, pray before eating, (2) precept 2: make your own mask and give it to others, (3) precept 3: take care of each other unite in maintaining the cleanliness of the house, (4) precept 4: discussing dividing household tasks, and (5) precept 5: saving electricity, food, money, and others during the pandemic. The following are the creations of Garuda BMT media students and examples of internalizing Pancasila values at home.

Figure 2. Media Student Creation Results GARUDA BMT

2. BUPANCA

Budi Prihartini, S.Pd.SD., M.Pd. is a fifth grade teacher at the State Elementary School 4 Bucu which is located at JL. Dudakawu Flower, Belik, Pendem, Sukorejo, Jepara Regency, Central Java Province. The

media created is Bupanca with the abbreviation of the Pancasila Values Activity Book. Bupanca is a book that contains examples of student activities from each precept in Pancasila. Bupanca refers to the guidebook for strengthening the learning of Pancasila moral values published by the Curriculum and Learning Center, Research and Development Agency, Ministry of Education and Culture in 2019. The guidebook describes the indicators of success in strengthening Pancasila moral values in education units starting from the first precepts to the precepts. fifth. This is the front view of Bupanca.

Figure 3. Bupanca's Front Page Display

Prior to the Covid-19 pandemic, the activities at Bupanca were carried out directly by teachers or by peer assessment. During the Covid-19 pandemic, Bupanca was made into a pocket book containing 15 activities. This is due to the limitations of online learning

facilities. These activities are adapted to the conditions and are important for students to do during distance learning. The teacher collaborates with the parents of students to determine the effectiveness of using Bupanca which plays a role in monitoring the activities of students' attitudes that contain Pancasila values. Collaboration between teachers and parents needs to be done in instilling the character of students (Rantauwati, 2020).

The duties and responsibilities of the family are related to the implementation of the policy of strengthening Pancasila values and morals, namely: (1) understanding the policy of strengthening Pancasila values and morals, especially the background of the emergence of this policy, (2) supervising and providing guidance to family members to have positive behavior and attitudes. in accordance with the values and morals of Pancasila, (3) as parents/guardians of students can help and provide support to schools in coaching students in order to strengthen the values and morals of Pancasila, (4) being an example and role model for their children to behave and behave in accordance with the values and morals of Pancasila, (5) avoid the occurrence of divisions and disputes in the family that can cause disturbances in family harmony, and (6) instill Pancasila values into every aspect of family life. The development of attitudes containing Pancasila values contained in Bupanca can be seen in the following table.

Table 1. Activities in Bupanca

Number	Activity	*	**	***
Practice of the 1st Precept				
1	Compulsory prayer: dawn dhuhur Asr Maghrib Isha			
2	Read the Koran at least 3 short letters			
Practice of the 2nd Precept				
1	Helping parents			
2	Planting plants in pots			
Practice of the 3rd Precept				
1	Exercise with siblings or parents for 15-20 minutes around the house			
2	Play with siblings or parents at home			
Practice of the 4th Precept				
1	Carry out the daily activity schedule that has been made			
2	Adhere to health protocols: Wear a mask when leaving the house			
3	Wash your hands with soap at least 5 times a day			
Practice of the 5th Precept				
1	Read the theme book according to the study schedule			
2	Save a minimum of IDR 500.00 to the piggy bank that has been made			

Preparation for distance learning using Bupanca as follows:

1. Providing information to parents and students related to learning activities arranged in the learning schedule that has been made by the teacher.

2. Providing information regarding the use of Bupanca as a guide for learning activities and monitoring activities containing

Pancasila values during independent learning during the pandemic. If it is known that there is a decrease in motivation, the role of parents is needed to be maximized through coordination of teachers with parents by telephone or teacher visits to students' homes while still complying with health protocols.

3. Providing information in the comments or comments column by parents and students that must be filled in regarding the use of Bupanca during independent learning during the pandemic.

4. Providing information about the limits on the use of Bupanca. Things that are not clear or if you experience difficulties in mentoring or using Bupanca can be done manually by coming to school at picket hours at 07.00-14.00.

The results of this study have similarities with the results of research conducted by Wathani (Wathani, 2021), Nurizka, Rian and Rahim (Nurizka, Rian & Rahim, 2020) and the opinion of Suyono and Hariyanto (Suyono & Hariyanto, 2014) which states that the internalization of values Pancasila values through civilizing in schools can shape the character of students in accordance with the character of the nation that comes from Pancasila. Internalization of Pancasila values can be done through various media. Garuda BMT and Bupanca media are interesting, practical and effective media for teachers to do with students. As research

conducted by Yayuk Hidayah and Suyitno (Yayuk Hidayah, Suyitno, 2021) on the Study of Interactive-Based Learning Media to Strengthen Pancasila Student Profiles in Elementary Schools, it shows that the use of media can be a learning facility for students, facilitate students in learning, and increase learning motivation, and the emergence of students to think critically, creatively, and with character.

CONCLUSION

Students need concrete (real) media as learning aids. Learners need role models (examples) and structured behavior habituation. Internalization of Pancasila values will be easy to do if there is a culture in schools. Garuda BMT and Bupanca media are examples of creative and innovative work made by teachers in instilling Pancasila values. The media can increase the internalization of Pancasila values and the creativity of students in online learning at home. Therefore, the researcher provides the following recommendations: (1) teachers should not only teach by referring to student books and teacher books, but try to make new innovations so that learning will be more meaningful, (2) students are expected to be able to apply the internalization of Pancasila values. in daily life because it has become a habit, (3) principals can encourage teachers to create innovative media in learning, and (4) collaboration between schools and parents of students needs

to be carried out, especially the role of parents in monitoring activities on the application of values. - Pancasila values at home.

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Efforts of State-Owned Enterprises (SOE) in Disseminating Pancasila by Actualizing *Tri Hita Karana* (*THK*)

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Abstract. This research aims to determine the efforts of SOE in disseminating Pancasila by actualizing *Tri Hita Karana*. This type of research is descriptive qualitative. Data was collected by means of documentation. The results of this research indicated that the dissemination of Pancasila by SOE through the actualization of *Tri Hita Karana* can be seen from the ESR and CSR. The harmonious relationship between SOE and God is carried out through SOE activities that are oriented towards supporting the community in religion, for example building houses of worship, Ramadan package support, Iftar with Orphans, Hajj support, *Tirtayatra*, Pilgrimage, and religious discussions, as well as spiritual development. The dissemination of Pancasila through the actualization of *Tri Hita Karana*, especially in establishing a harmonious relationship with the environment is carried out by SOE through investment in the environmentally friendly sector, maintaining a balance in the exploitation of natural resources, and waste treatment (waste recycling). The dissemination of Pancasila through the actualization of *Tri Hita Karana* by SOE in building harmonious relations with humans is reflected in their concern for the community by empowering them socially and economically, education/training, improving health, organizing public facilities and infrastructure.

Keywords: Pancasila; State Owned Enterprises;Tri Hita Karana

Abstrak. Penelitian ini bertujuan untuk mengetahui upaya BUMN dalam mendiseminasikan Pancasila dengan mengaktualisasikan *Tri Hita Karana*. Jenis penelitian ini adalah deskriptif kualitatif. Pengumpulan data dilakukan dengan studi dokumentasi. Hasil penelitian ini menunjukan diseminasi Pancasila oleh BUMN melalui aktualisasi *Tri Hita Karana* dapat dilihat dari TJSL dan CSRnya. Hubungan harmonis antara BUMN dengan Tuhan dilakukan melalui kegiatan BUMN yang orientasinya mendukung masyarakat dalam keagamaan, misalnya membangun rumah ibadah, bantuan paket Ramadhan, Buka Puasa Bersama Anak Yatim, bantuan naik haji, *Tirtayatra*, Ziarah, dan diskusi keagamaan, serta pembinaan rohani. Diseminasi Pancasila melalui aktualisasi *Tri Hita Karana*, terutama dalam menjalin hubungan harmonis dengan lingkungan dilakukan BUMN melalui investasi pada sektor ramah lingkungan, menjaga keseimbangan eksploitasi sumber daya alam, pengolahan limbah (daur ulang limbah). Diseminasi Pancasila melalui aktualisasi *Tri Hita Karana* oleh BUMN dalam membangun hubungan harmonis dengan manusia tercermin dari kepeduliannya kepada masyarakat dengan memberdayakan secara sosial dan ekonominya, pendidikan/pelatihan, peningkatan kesehatan, penyelenggaraan sarana, dan prasarana umum.

Kata kunci: *Pancasila; BUMN; Tri Hita Karana*

INTRODUCTION

It has been more than seven decades that Pancasila has stood firmly and firmly as the ideology of the Indonesian nation (Santika et al., 2018). However, until now the dissemination is more directed at public discourse than real action (Sutrisno et al., 2019). In its journey, the dissemination of Pancasila continues to be a hot discussion in all social levels of Indonesian society (Santika, 2020c). Although various strategies have been implemented by the state, especially the government, it must be acknowledged that it is not easy to disseminate Pancasila in the life of society, nation and state (Santika et al., 2019). Therefore, we need the right method supported by the involvement of all parties in disseminating Pancasila. Here the Government as a state administrator is obliged to show his example in an effort to disseminate Pancasila (Santika, Sujana, et al., 2019). Considering that the Government has legal access and power to enter and organize all sectors of the nation's life, Indonesia's national economy is no exception (Kusumadewi, 2013). State-Owned Enterprises (SOE) as one of the actors in economic activities in the Indonesian national economy based on the principles of economic democracy can be used by the Government as a role model in disseminating Pancasila.

However, it must be understood together that it is not easy for SOE to disseminate Pancasila in their business activities. For this reason, SOE need a holistic and comprehensive strategy in their efforts to disseminate Pancasila (Santika et al., 2021). SOE needs to involve various relevant aspects of life in order to be successful in disseminating Pancasila. As a country whose society is religious-spiritual, the concept of religion and the business wheel of SOE must go hand in hand and be integrated simultaneously to facilitate the dissemination of Pancasila. The concept of religion, which according to the perspective of western countries must be separated from the state, is unacceptable in Indonesia (Santika, 2021b). Religious principles that have been proven to lead people to peace should be embraced and empowered by the state, especially SOE. By actualizing religious principles in their economic system optimally, it will make it easier for SOE to disseminate Pancasila. This is in line with the recognition of Pancasila regarding the symbiotic relationship of mutualism between religion and the state is not separated (Kartika, 2015). In fact, it is religious principles that should be a strong grip and guide for the implementation of the state economy, especially SOE so that the dissemination of Pancasila can run in accordance with the expectations of the Indonesian people (Santika, 2021a). Regarding the dissemination of Pancasila through religion, the actualization of the *Tri Hita Karana* (THK) principle by SOE is the solution offered in this research.

Tri Hita Karana itself is a Hindu cosmology which is a universal and strong philosophy of life in achieving the happiness of its people. Likewise, Pancasila as an ideology always offers true happiness to the Indonesian people through the way of peace (Sila et al., 2020). How strategic is the position of Pancasila in the life of the nation and state, then *Tri Hita Karana* in the concept of Hinduism also has a clear orientation/ideal in guiding or guiding and directing mankind to establish a harmonious relationship between man and God, man and nature, and man and man (Purana, 2016). This means that if *Tri Hita Karana* is consistently actualized by SOE, of course, it will indirectly show the seriousness of the Government in efforts to disseminate Pancasila through the country's economic system. In relation to the dissemination of Pancasila, the actualization of *Tri Hita Karana* by SOE is very interesting to study comprehensively. Considering the *Tri Hita Karana* principle in the concept of Hinduism which places and positions "humans" as a point of view or central point in establishing harmonious relationships with God, nature, and humans, then they move and shift into business entities, namely SOE (Rini, Wulan Setyo., Salim, M Agus., & Priyono, 2021).

This narrative, in turn, raises an applicable question, namely how can SOE be able to disseminate Pancasila by actualizing the *Tri Hita Karana* principle in conducting its business? Given that in Hinduism, *Tri Hita Karana* itself positions and places humans as the main actors in creating/realizing happiness in the world (Rai & Suarningsih, 2019). Meanwhile, SOE is a state-owned enterprise which is clearly different from humans. By looking at these basic differences, it is necessary to explore further whether SOE can actualize the *Tri Hita Karana* principle in an effort to disseminate Pancasila. Considering that THK as a universal Hindu consept has not been fully involved in effort to disseminate Pancasila. Therefore, the title adopted in this study is the Efforts of State-Owned Enterprises (SOE) in Disseminating Pancasila by Actualizing the Principles of *Tri Hita Karana* (THK).

RESEARCH METHODS

The research method used in this research is descriptive qualitative. Qualitative descriptive research seeks to describe a social phenomenon that is focused on solving problems in the present and future (Santika, 2020a). Qualitative research style seeks to construct reality and understand its meaning. Qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and human engineered, which pays more attention to the characteristics, quality, interrelationships between activities.

The social phenomenon or phenomenon seen in this study is that the state,

especially the government, has not been able to optimally disseminate Pancasila in the life of the nation and state. The government should disseminate Pancasila in all aspects of life, including the country's economic sector. Theoretically, data collection techniques in qualitative research consist of four types, namely observation, interviews, documentation, and combination or triangulation (Sugiyono, 2015). In this study, the data collection method used was the study of documentation and literature. Literature study is carried out by looking for various written sources, both in the form of books, archives, magazines, articles, and journals, as well as documents that can assist researchers in clearly revealing the efforts of SOE in disseminating Pancasila by actualizing the *Tri Hita Karana* principle. To strengthen this literature study, the books and scientific journals used were selected for publication in the last ten years (Aryawan, 2021).

DISCUSSION

As a state of law (rule of law), the efforts of SOE in disseminating Pancasila by actualizing *Tri Hita Karana* can be understood holistically if we observe and analyze the various laws and regulations governing their obligations (Santika, 2019). Juridically, Law Number 40 of 2007 and Government Regulation Number 47 of 2012 has regulated the imperative responsibility of SOE in the perspective of *Tri Hita Karana* as another form

of Pancasila dissemination. Therefore, it can be stated that SOE which is a business entity with state ownership shares above 50% in moving the wheels of its business has disseminated Pancasila by actualizing the *Tri Hita Karana* as stated in the form of its obligations and responsibilities. The dissemination of Pancasila carried out by SOE through practice can be seen from the main principles it carries, namely Environmental Social Responsibility (ESR) and Corporate Social Responsibility (CSR) (Kapuy et al., 2018).

In its journey, ESR and CSR as another form of Pancasila dissemination have become an inseparable part of legal obligations that must be carried out by SOE. However, before reaching a lengthy discussion regarding the efforts of SOE in disseminating Pancasila by actualizing *Tri Hita Karana* through ESR and CSR, it is necessary to discuss these two concepts in order to gain a more comprehensive and holistic understanding. The discussion will be carried out later, but before that it will be discussed further in the legal basis. ESR according to Article 1 Number (3) of Law no. 40 of 2007 concerning Limited Liability Companies (UUPT), states that: "Social and Environmental Responsibility is the Company's commitment to participate in sustainable economic development in order to improve the quality of life and the environment that is beneficial, both

for the Company itself, the local community, and the community at large. generally."

The concretization of SOE's efforts in disseminating Pancasila through the actualization of *Tri Hita Karana* can be fully understood by looking at the Elucidation of Article 74 of the Company Law which outlines the objectives of ESR. In the explanation, it is clearly explained that the purpose of ESR is to continue to create a harmonious, balanced and appropriate corporate relationship with the environment, values, norms and culture of the local community. If we look closely at the objectives of ESR, SOE implicitly have an obligation to disseminate Pancasila through the actualization of *Tri Hita Karana* by building or creating harmonious and balanced (harmonious) relationships . The harmonious relationship built by SOE through the actualization of *Tri Hita Karana* is complex, both with values, the environment, and the local community. Thus, ESR can be used as a powerful tool for SOE in disseminating Pancasila by adhering to the actualization of *Tri Hita Karana*.

Not only ESR, other forms of SOE's efforts in disseminating Pancasila through the actualization of *Tri Hita Karana* can also be carried out with CSR programs. CSR is an idea about the importance of corporate responsibility and concern (SOE) which is realized through programs that have social values and take sides with the community and the environment. CSR is a form of corporate responsibility to the surrounding environment. CSR is the commitment of the company or the business world to contribute to sustainable economic development by paying attention to corporate social responsibility and emphasizing the balance between attention to economic, social and environmental aspects (Swarniti, 2021a)".

To better understand the concrete form of SOE's efforts in disseminating Pancasila through the actualization of the *Tri Hita Karana principle*, it is necessary to re-explain in detail along with examples. With the actualization of the actualization of *Tri Hita Karana* by SOE through their business practices or operations, it can be said that Pancasila as the ideology and way of life of the nation has actually been disseminated in the life of the state, especially the economic system (Santika, 2020b). How SOE's efforts in disseminating Pancasila through the actualization of *Tri Hita Karana* can be observed in terms of establishing or building a harmonious relationship between companies and God Almighty, companies and the environment or nature, and companies and humans (Swarniti, 2021b). If the three concepts of harmony have been able to be implemented by SOE well, it means that the actualization of *Tri Hita Karana* in the context of disseminating Pancasila has been achieved.

Harmonious relationship between SOE and God Almighty. In general, the *Tri Hita Karana* principle in the concept of

Hinduism is widely known as a human effort to always maintain harmony, balance, and harmonious relationships in the universe (Rita, 2019). This means that Tri Hita Karana is actually positioning humans through their behavior as a means of application to create peace in the world (Saputra et al., 2018). However, in the context of this research, harmonious relationships are not only capable of being constructed by humans. Because SOE as a state company can actually create, realize, and implement *Tri Hita Karana* in relation to building and realizing a harmonious relationship with God Almighty. Considering the company in this case SOE consists of a collection of people who are tasked with operating it. Humans are the ones who drive or run SOE to achieve its goals. Meanwhile, humans themselves are religious beings (homo religious) who fear God Almighty (Ahsanulkhaq, 2019).

The operation of the SOE business carried out by humans certainly opens a wide way for companies to establish a harmonious relationship with God Almighty. Through various human activities that are contained in SOE policies or decisions, especially those that are in direct contact with religious aspects, it can actually be said that the dissemination of Pancasila through the actualization of *Tri Hita Karana* has been carried out in the field. Considering that SOE's dissemination of Pancasila by applying *Tri Hita Karana* can only be seen and known from its various actions which ultimately lead to the creation of a harmonious relationship between the company and God Almighty. Although the concepts offered need to be re-explained in detail with contextual examples to make it easier for readers to understand the purpose and intent of this research.

To find out more about SOE's efforts in disseminating Pancasila through the actualization of *Tri Hita Karana*, especially to build harmonious relations, it can be observed from the CSR principles that have been implemented. SOE's efforts in establishing a harmonious relationship with God Almighty can be understood from various socio-religious activities whose direction and orientation is to support the community in worship (Santika, I. G. N. et al., 2019). SOE in Indonesia has essentially tried to actualize the *Tri Hita Karana* principle through the operation of its business. For example, SOE Consultant Karya provided financial assistance to repair the worship facilities and infrastructure of the Nurul Huda Mosque located in Pabuaran Village, Gobang Village, Bogor Regency, West Java. This assistance activity is carried out in order to support the Sustainable Development Goals (SDGS) program.

Figure 1 SOE's efforts in building a harmonious relationship with God.

In addition to the CSR program, SOE's efforts to establish a harmonious relationship with God Almighty are also realized through the company's CSR program. For example, PT Pertamina (Persero) as SOE which is engaged in the energy sector (Gumilar et al., 2019) in disseminating Pancasila through the actualization of *Tri Hita Karana* related to efforts to build a harmonious relationship with the Creator, it can be observed from the realization of CSR which is in contact with religious affairs. In general, this CSR is manifested in the form of operational assistance for the construction of houses of worship, Ramadan Package assistance, Eid al-Qurban assistance, and Iftar with Orphans. SOE's efforts in disseminating Pancasila by SOE by actualizing *Tri Hita Karana* are intended to always direct companies, especially employees or employees to always be grateful to God Almighty for what they already have. (Santika, 2018).

That way, SOE employees have more faith and fear of God Almighty and always stay away from actions that are contrary to or contrary to religious teachings, such as corruption. The statement is in accordance with the research results (Lestari, 2021), that religion has an effect as a motivation in encouraging humans to carry out an activity, because actions carried out with the background of religious beliefs are considered to have elements of purity and obedience. The motivation that arises has a positive effect on individual behavior.

Figure 2 Iftar with the extended family of PT Pelabuhan Indonesia I (Persero).

It should be understood that the effort to establish a harmonious relationship with God Almighty as the actualization of *Tri Hita Karana* is not only manifested by stating SOE in the form of physical development (holy places), but is carried out through the development of the personality of its employees so that in the future they are more devoted to God Almighty. . It is known that SOE has spiritual guidance, such as spiritual guidance PT Telkom, spiritual guidance PT Bank, and spiritual guidance PT Indosat. The main focus or target of SOE is why it is necessary to provide spiritual guidance to its employees so that when they work or carry out their duties they always pray to be able to

provide the best benefit for the benefit of their lives, including for the good of others. (Santika, 2017).

As mentioned above, that in an effort to develop the personality or character of all SOE employees, for example among Muslims, so that there is an application of noble character as a new value to spur and improve performance in every SOE company, the SOE Ministry invites the active role of the Nahdlatul Ulama Executive Board (PBNU). Ulama from the Nahdliyin will be involved in giving lectures and studies at various mosques located in all SOE offices (SOE, 2020). With the various religious activities carried out by SOE, in essence, the dissemination of Pancasila has been carried out in accordance with the *Tri Hita Karana* principle, especially in establishing a harmonious relationship with God Almighty. Here employees as an integral part of SOE are invited to get closer to a good relationship with the Creator. A harmonious relationship between employees and God Almighty will indirectly have good implications for SOE.

As for other religious activities carried out by SOE to establish a harmonious relationship with God Almighty, namely holding religious studies or discussions, such as monthly discussions on Hinduism by inviting outside speakers; holding *Dharma Santi Nyepi* and *Galungan*; provide assistance to the *Pinanditha*, as was done by spiritual guidance PT Indonesia. spiritual guidance PT

Telkom annually sends its Hindu employees to do *Tritayatra* to India. This is in line with Hajj assistance for Muslim employees and the Pilgrimage to Jerusalem for Christians. This program proves that SOE strives to build a harmonious relationship with God Almighty through mental and spiritual improvement of its employees. Employees are the ones who act as a bridge between SOE and God Almighty.

Figure 3 PTPN III Departs Six Employees for Spiritual Pilgrimage to Jerusalem

Harmonious relationship between SOE and the environment or nature.

Regarding SOE's efforts in disseminating Pancasila through the actualization of *Tri Hita Karana*, especially in terms of building a harmonious relationship with nature or the environment, it must start with the history of the birth of CSR. By conveying the origins of the birth of CSR, at least it can provide comprehensive insight and understanding related to SOE's efforts to build a harmonious relationship with the environment. The emergence of the concept of CSR is motivated by the exploitation of natural resources and the destruction of the environment, because the operations of companies or industries that are competing to

make as much profit as possible seem to ignore the social impacts that can occur, resulting in an environmental crisis. (Swarniti, 2021c).

CSR itself was born from community pressure on the behavior of companies that ignore social responsibilities such as environmental destruction and exploitation of natural resources (Harahap, 2010). Since then, there has been a high awareness that companies are no longer faced with responsibilities that are based on and based on a single bottom line, namely corporate values which are not only reflected in financial conditions, but corporate responsibility must be oriented to the triple bottom line whose concept was developed by Lekington, namely paying attention to "3P", namely profit (sustainable profit/profit), paying attention and being involved in fulfilling the welfare of the community around the company (people), and participating and contributing actively in preserving the environment (planet) (Swarniti, 2019).

In an effort to disseminate Pancasila through the actualization of the principles of *Tri Hita Karana*, especially to build a harmonious relationship with the environment, SOE has carried out investments in environmentally friendly sectors, maintaining a balance in the exploitation of natural resources, processing waste (waste recycling), increasing social expenditures. (social costs) as well as other ways to maintain environmental balance and the like (Memed,

2001). Corporate CSR, including SOE, is regulated in Article 44 of Law Number 40 of 2007, which explicitly states that "Companies that carry out their business activities in the field of and/or related to natural resources are obliged to carry out social and environmental responsibilities. In the concept of CSR and SOE CSR related to the actualization of *Tri Hita Karana* as a form of Pancasila dissemination, it has a fundamental role for all parties.

Disclosure of social responsibility or often called CSR is the process of communicating the environmental effects of a company's economic actions on certain groups in society and on society as a whole. (Ardian, 2013). The dissemination of Pancasila by SOE through the actualization of *Tri Hita Karana* in protecting the environment or nature, has been determined by the state by requiring each company to set aside 1-3% of profits for CSR implementation. The company has a responsibility to protect the environment and protect it from the adverse effects of its business operations. The objective of the CSR program in the environmental sector is to support community empowerment that is sustainable and environmentally sound in maintaining the balance of nature for future generations (Rakhmawati, 2011).

The dissemination of Pancasila by SOE through actual actualization of the *Tri Hita Karana* principles in relation to building a harmonious relationship with the

environment has actually been carried out, for example PT Len Industri. In order to improve the company's environmental management performance and to prevent environmental pollution into community areas, PT Len Industri has a strong commitment to maintaining environmental management, both direct and indirect impacts on environmental activities. Not only PT Len Industri, other SOEs that have disseminated Pancasila through the actualization of *Tri Hita Karana*, for example, are PT Pertamina (Persero). The direction of PT Pertamina's CSR focuses on five major programs, namely Pertamina and education, Pertamina and the community, Pertamina and health, and Pertamina and the environment.

As a state company engaged in the national energy sector, PT Pertamina is always committed to prioritizing the balance and preservation of nature, the environment and society. In accordance with the objectives of CSR, that by prospering humans, nature and the environment, PT Pertamina's subsidiary is able to achieve sustainable business growth. Moreover, now PT Pertamina has decided and determined one of the strategic initiatives as a form of its commitment, namely environmental conservation. In this case, PT Pertamina wants to focus on the implementation of CSR in order to support the achievement of the Company Performance Rating Program (PROPER) by prioritizing environmental conservation, both nature and

society according to the requirements set by the PROPER Council (Ministry of Environment and Forestry Indonesia).

Figure 4 Pertamina Preserves Mangrove Planting Environment in West Sumatra

Harmonious relationship between SOE and human.

In the concept of *Tri Hita Karana*, especially regarding building a harmonious relationship between SOE and humans, it can be observed from their social responsibilities. SOE's social responsibility as a form of CSR implementation is a managerial tool used by companies to establish peace and avoid social conflicts, especially with the surrounding community. Social and environmental responsibility is not merely a matter of morals or corporate kindness, but what is more prominent is the factor of the company's interests, both internal interests, namely economic interests, as well as external interests in the form of image improvement and efforts to secure the company's operations from various threats. kinds of pressure or demands, both from the authorities and from the community itself (Rauf, 2016).

In SOE companies, the CSR program is realized in the form of the Partnership and Community Development Program (PKBL) in

accordance with Decree No. 236/MBU/2003. PKBL is the obligation of state-owned companies in the form of social responsibility to the surrounding community for the social, religious and economic fields of the community. In relation to the actualization of *Tri Hita Karana* as a form of Pancasila dissemination, SOE's CSR functions and acts as a powerful tool to solve various company problems, namely adaptation problems to the external environment and internal integration.

Figure 5 Social Assistance IIP SOE Bengkulu as a Form of Social Care

The basic concept of SOE's social responsibility is the contribution to stakeholders, other than solely for the benefit of the company. Here the ultimate goal of SOE business activities is not only profit oriented, but also real attention and contribution to improving the quality of life of the surrounding community, in particular and the general public and the environment in general (Sumiyati, 2013). In general, the dissemination of Pancasila through the actualization of the *Tri Hita Karana* principle by SOE in relation to establishing harmonious relationships with humans is carried out through community awareness activities in the field of community social empowerment and community

economic empowerment. In real terms, partnership and community development activities consist of providing loans to small businesses, education and/or training, improving health, providing public facilities and infrastructure. In the context of Pancasila Ideology, this is to realize the fifth principle of Pancasila, namely realizing social justice for all Indonesia people.

Figure 6 PT Pertama (Persero) Helps SMEs Upgrading by Providing Business Capital

CONCLUSION

Based on the discussion above, it can be concluded that the dissemination of Pancasila by SOE through the actualization of the *Tri Hita Karana* principle can be seen from the CSR and CSR of the company. SOE's efforts in disseminating Pancasila through the actualization of *Tri Hita Karana* can be observed in terms of establishing or building a harmonious relationship between companies and God Almighty, companies and the environment or nature, and companies and humans. Harmonious relationship between SOE and God Almighty carried out with SOE social activities whose orientation and direction is to support the community in religion or worship, for example building

houses of worship, Ramadan package assistance, Eid al-Qurban assistance, Iftar with Orphans, Hajj assistance for Muslim employees, *Tirtayatra* for Hindu employees, Pilgrimage to Jerusalem for Christian employees and religious discussions, as well as spiritual development of employees. Harmonious relationship between SOE and the environment or nature**.** In an effort to disseminate Pancasila through the actualization of the principles of *Tri Hita Karana*, especially with regard to building a harmonious relationship with the environment, SOE has carried out investments in environmentally friendly sectors, maintaining a balance in the exploitation of natural resources, waste management (waste recycling), and other ways to maintain environmental balance and the like. Harmonious relationship between SOE and humans**.** In general, the dissemination of Pancasila through the actualization of the *Tri Hita Karana* principle by SOE in relation to establishing a harmonious relationship with humans is carried out through community awareness activities in the fields of community social empowerment and community economic empowerment, education or training, health improvement, implementation of public facilities and infrastructure

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Strengthening Character In The Teaching Campus Program At The Jaya Negara Elementary School, City Of Makassar

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Abstract. The Independent Learning Activity-Independent Campus (MBKM) is the success of national education and a forum for character strengthening for students. This type of research is descriptive qualitative research through a case study approach. The research instrument is the researcher himself conducts interviews, observations, and documentation. The data collected is then analyzed through data reduction, data presentation, and concluding. Validation of the data is done through technical triangulation. The results of the study show that Merdeka Learning-Independence Campus (MBKM) helps the teaching and learning process at the elementary school level by involving students in the teaching and learning process, providing strengthening of the character of students such as the character of reading, critical reasoning, social care, cooperation, curiosity and disciplined character.

Keywords: Character Strengthening, Independent Learning-Independent Campus (MBKM), Teaching Campus

Abstrak. Kegiatan Merdeka Belajar-Kampus Merdeka (MBKM) bukan hanya mensukseskan pendidikan nasional namun juga sebagai wadah penguatan karakter untuk peserta didik. Jenis penelitian adalah penelitian deskriptif kualitatif melalui pendekatan studi kasus. Instrumen penelitian adalah peneliti sendiri melakukan wawancara, observasi dan dokumentasi. Data yang dikumpulkan kemudian dianalisis melalui tahapan reduksi data, penyajian data, menarik kesimpulan. Pengabsahan data dilakukan melalui triangulasi teknik. Hasil penelitian menunjukan Merdeka Belajar-Kampus Merdeka (MBKM) membantu proses belajar mengajar di jenjang sekolah dasar dengan melibatkan mahasiswa dalam proses belajar mengajar memberikan penguatan terhadap karakter peserta didik seperti karakter gemar membaca, bernalar kritis, peduli sosial, gotong royong, rasa ingin tahu dan karakter disiplin.

Kata kunci: *Penguatan Karakter, Merdeka Belajar-Kampus Merdeka (MBKM), Kampus Mengajar*

INTRODUCTION

Students are the next generation of parents on a micro basis and are the nation's next generation. The development of Indonesia in the future as a country will depend on the quality of students. This is one of the first steps in preparing the quality of human resources who have knowledge and skills and have morality, character, values, and character. However, seeing the condition of education in Indonesia continues to strive to improve the quality of education even though the level of education in Indonesia needs to be improved, both in urban areas that have educational progress and cities that do not yet have good academic progress (Zahroh & Pontoh, 2021).

Improving the quality of education in Indonesia then encountered new challenges in early 2020 when the Corona Virus Diseases 19 (Covid-19) pandemic occurred. The Covid-19 pandemic situation is a challenge for teachers, especially students, in undergoing and developing the world of education. Through the Ministry of Education and Culture (Kemdikbud), policymakers anticipate the Covid-19 pandemic by implementing Distance Learning (PJJ). Based on the circular letter of the Ministry of Education and Culture No. 40 of 2020, distance learning (PJJ) is an online learning process that can be done at the home of each student in the education unit by utilizing various learning resources for students through information technology

(Mulyana et al., 2020). However, many problems arise in the distance learning process (PJJ), such as uneven access to the internet network, unavailability of device access, affordable quota fees, inconsistent mastery of technology among educators, and others, so the learning process is still experiencing problems. Especially in shaping character with the distance learning process (PJJ).

Another Ministry of Education and Culture program is the Independent Learning-Independent Campus (MBKM) program as a form of adjustment to the development of education during the Covid-19 period (Iriawan & Saefudin, 2021). One of the Independent Learning-Independent Campus (MBKM) programs is teaching assistance or campus teaching which is expected to be a form of distance learning adjustment (PJJ) in educational units, especially at the elementary school level which still requires a lot of guidance from teachers as direct education personnel.

The Teaching Campus is a part of the Independent Learning-Independent Campus (MBKM) to assist the learning process at the elementary school level (Iriawan & Saefudin, 2021). Campus teaching involves students from every university in Indonesia with various educational backgrounds. The Teaching Campus Program is considered necessary for the success of national education, especially for students with critical

conditions and limited access to education during the Covid-19 pandemic.

The purpose of holding a teaching campus program (Iriawan & Saefudin, 2021) is (1) to provide learning opportunities and student self-development through extra-academic, (2) to provide educational services to students optimally at the elementary school level in limited or critical conditions, (3) Provide optimal learning opportunities for all students.

Campus teaching activities have a close relationship with the character of students, especially in aspects of strengthening the profile of Pancasila, namely (1) faith, fear of God Almighty and noble character, (2) independence, (3) critical reasoning, (4) global diversity, (5) cooperation and (6) creative (Iriawan & Saefudin, 2021).

Based on this explanation, the Independent Learning-Independent Campus (MBKM) activity has an aspect of character strengthening for students, so that students do not fall into behavior that deviates from school and community rules (Suardi, 2018), so that the Independent Learning-Independent Campus (MBKM)) has an important role in Strengthening Character Education through curricular, co-curricular, extracurricular and non-curricular activities (Suardi, Nursalam, et al., 2020), by providing knowledge, feelings, actions (Kanji et al., 2019b), speech, symbols, habits and a culture of character (Suardi, Nursalam, et al., 2020) (Nur et al., 2021).

Character strengthening can be done starting from elementary school, junior high school, high school to college, to overcome deviations made by students or students (Suardi et al., 2018). Although character strengthening always faces obstacles, school elements can be a supporting factor for strengthening the character of students in elementary schools (Kanji et al., 2020b), in a collaborative design that involves all school elements in shaping the character of students (Suardi, Agustang, et al., 2020), such as teachers, principals, students, lecturers, and parents.

RESEARCH METHODS

This study used qualitative descriptive research through a case study approach and a post-positivistic paradigm (Nursalam et al., 2016) at the Jaya Negara elementary school, City of Makassar. The researcher himself used the research instrument as the main instrument and used interview instruments, observation instruments, and documentation instruments. The selection of informants by purposive sampling followed the focus of the research, namely character strengthening in the campus teaching program in elementary schools. In the first stage, the data collection technique was observing, then conducting interviews and documentation at the final step. The data collected was then analyzed through the stages of data reduction, data presentation, concluding after being analyzed, and then checking the correctness of the data obtained

through data validity techniques through technical triangulation.

DISCUSSION

Strengthening students' character is contained in the vision and mission of the partners of the Jaya Negara Makassar elementary school education unit, which has an idea of "Generation with noble character, caring, scientific and technological insight, and Indonesian culture." The achievement of the school's vision through the school's mission, namely (1) Instilling a strong aqidah through the practice of religious teachings in forming a generation of believers who are devoted to God Almighty. (2) Implement an active, creative, effective, innovative, fun, and informative learning process to achieve maximum achievement, or student academic achievement (Manda & Suardi, 2017) (3) Prepare a generation of achievers who have excellence in the academic field, and non-academic, with character, noble character, and Indonesian culture. (4) Facilitating students mastering science and technology to have superior competencies in responding to the challenges of the times. (5) Provide motivation, guidance, and activities for each student to recognize their potential so that they can develop optimally. Strengthening religious aspects in the school's vision and mission is part of the formation of the sacred character of students (Suardi et al., 2021).

Jaya Negara Makassar Elementary School is a private school part of the PT. Andika Putra Jaya Negara Makassar is engaged in education and has several levels of education units, including Jaya Negara Kindergarten, Jaya Negara Elementary School, Jaya Negara Junior High School, Jaya Negara High School, Jaya Negara Vocational High School, and others. Jaya Negara Elementary School is located in Balang Baru Village, Makassar City, in an alley and close to local residents' houses. Jaya Negara Elementary School is a school in the form of a foundation that has other educational levels, such as Kindergarten, Elementary School, Junior High School, Senior High School, Vocational High School, and Packages A, B, and C. All levels of education are led by the head M. Abdullah S Haq Lc school. During the pandemic, the building used for learning and administrative management was the Jaya Negara High School Building.

Jaya Negara Elementary School is one of the schools with C accreditation in Makassar. Jaya Negara Elementary School has 6 study groups, with details of one study group at each grade level. The number of students at Jaya Negara Elementary School is 161 students with the following details: (a) 20 students in grade 1; (b) 19 students in grade 2; (c) There are 26 students in grade 3; (d) There are 25 students in grade 4; (e) There are 34 students in grade 5; and (f) Class 6 students totaled 37 people. Nine teachers and one

teaching staff taught the learning group at the Jaya Negara Elementary School.

During the pandemic, Jaya Negara Elementary School carried out complete online learning; through the learning process in every subject, the teacher formed students' character (Suardi et al., 2019). However, not all students have access to the internet or gadgets in online learning activities because sometimes they need to use their parents' devices. Still, on the other hand, their parents also need to go to work, so the alternative made by the principal is to call students to come to school to take assignments and then take them home. However, teachers are also not allowed to teach in the form of house-to-house visits because parents do not like to be intervened at home. Therefore the program of activities carried out adapts to the conditions of the school, teachers, students, and parents of students.

Various work programs are carried out by the Independent Learning-Independence Campus (MBKM) activities such as let's read, small groups, reading corners, administrative assistance, and technology adaptation. However, in practice, let's read work programs! And Small groups are not as scheduled because the learning carried out is online learning. There is very little time together with students even though the school appealed to students to take offline learning at school with students by complying with health protocols. Although offline learning at school

is not mandatory for students, not all students come to study offline at school. This condition impacts the work program schedule that students have planned. In offline learning at school, students provide learning that focuses on literacy and numeracy at the elementary level according to the elementary school level. So the work program, let's read! and Small groups are then applied to each student who comes to study offline at school

Different conditions with the reading corner work program carried out in one of the rooms on the 2nd floor of the Jaya Negara High School building, held at the end of the teaching campus program due to funding constraints. The reading corner program is expected to increase students' interest in literacy by providing reading books such as non-fiction books in the form of knowledge, children's novels, and textbooks available at school.

Let's Read!

This activity is group learning by emphasizing meaningful literacy learning for students. This activity is carried out every two days a week attended by students of Jaya Negara Elementary School Grades one to three even though it's from the Let's Read! It was found that there were still early grade students (1) still unable to read fluently, (2) not being able to distinguish letters with the same characteristics, such as letters b and d, letters m and n, (3) unable to draw conclusions and

find ideas the main paragraph of the text provided.

However, in the Program Ayo Membaca, students are invited to read together and have discussions related to reading so that their interest in reading is more visible than before. Discussion is a suitable method for improving student learning outcomes (Suardi & Kanji, 2018) (Suardi, 2017). This is evidenced by the students who asked permission to read together without being directed. Reading activities can reinforce the character of reading fondness, namely, reading habits that benefit students (Nursalam et al., 2020). By reading, students try to obtain and process information to solve problems in learning which is an indicator of critical reasoning character. (Iriawan & Saefudin, 2021).

Small-Group

This activity is learning in groups on a small scale to help students achieve the expected learning outcomes according to the class level of students. Group activities can substantially improve student learning outcomes (Kanji et al., 2018). This activity is carried out every two days a week, attended by students of Jaya Negara elementary school grades one to six. However, lower-grade students are still not fluent in adding and sometimes miswriting numbers. However, through small group activities, students explain the concept of adding units and tens to

lower grade students and teach the concept of simple fractions by imagining surrounding objects. In contrast, upper-grade students are given tens multiplication learning through flashcards and other learning media in the form of numbers.

Small group activities strengthen students' friendly and communicative character because through these activities, students show a sense of pleasure in talking and collaborating with other students. In addition, small group activities also provide strengthening of the social care character (Kanji et al., 2020a) to students because students show attitudes or behaviours of students who always want to help other students in their small groups (Nursalam et al., 2020), in groups, students collaborate in learning, have concern for group members in sharing information and learning experiences, this is by the indicators of the character of gotong royong (Iriawan & Saefudin, 2021).

Reading Corner

This activity is an effort to create access to reading books and improve student literacy. This activity will be carried out once in a mini library to enhance all students' literacy in Jaya Negara elementary school. Reading activities can reinforce the character who likes to read, namely the habit of reading that benefits students (Nursalam et al., 2020). Through the reading corner, students try to obtain and process information to solve

problems in learning which is an indicator of the character of critical reasoning (Iriawan & Saefudin, 2021).

Technology Adaptation

The technology adaptation work program through Canva is a training to use the Canva website and application in designing engaging learning media for all teachers at Jaya Negara elementary schools. This activity will be held once in education about the Canva application. However, the work program in this area consists of Canva-in. The Independent Learning-Independent Campus (MBKM) activity strengthens the creative character of teachers because, in the activities, the teacher does not only think but also create something new, namely interesting learning media for students through the Canva application. Media can be a means of forming students' character in learning (Suardi & Nursalam, 2020) (Suardi & Syarifuddin, 2018), so to attract students' attention to the media used, the media used must be innovative and creative (Israpil & Suardi, 2021) In addition, this activity strengthens the teacher's curiosity character because the teacher shows attitudes and actions that want to know more deeply about the Canva application that has been studied and practised (Nursalam et al., 2020).

Administrative Assistance

This activity is carried out to assist every administrative need of the Jaya Negara elementary school to meet the organisational needs of students and teachers. Activities are carried out by adjusting the needs of the Jaya Negara elementary school. The work program in this field assists every administrative requirement for the Jaya Negara elementary school. This program runs well as long as the campus teaching program lasts. The forms of administration that are carried out include entering report cards into the application, writing letters, compiling lesson plans, and compiling learning assessments. Assessment is an essential aspect that teachers must understand to evaluate student learning outcomes, including evaluation of student character education (Kanji et al., 2019a). The Independent Learning-Independence Campus (MBKM) activity has provided a strengthening of the disciplined character of teachers and students because in these activities both teachers and students demonstrate orderly behavior and obey the rules that apply at Jaya Negara elementary school, including the school administration rules that apply to teachers, students.

The idea of an Independent Learning-Independent Campus (MBKM) Minister of Education and Culture (Mendikbud) in producing superior Human Resources (HR) by prioritizing the implementation of character values (Widiyono et al., 2021), developing insight, character and soft skills of students and understanding the character of students (Anugrah, 2021) (Khotimah et al., 2021),

providing opportunities for students to hone their character, for students to be able to shape character education and form a profile of Pancasila students (Anwar, 2021) or improve the character of students (Fauzi et al., 2021).

CONCLUSION

Teaching Campus is one part of the Merdeka Campus program to assist the teaching and learning process at the elementary school level, which involves students in the teaching and learning process providing strengthening of the character of students such as the character of reading, critical reasoning, social care, cooperation, curiosity and disciplined character.

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Civic Culture in the Values of Local Wisdom of the *Dayak Kantuk* Community in Bika Village

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Abstract. Culture is a characteristic preserved by ethnic groups in the social environment. The existence of cultural preservation provides a space embedded in community groups in realizing cultural consistency from generation to generation, such as the *gawai makai taun* tradition as a Kantuk Dayak custom held in May every year. This article aims to analyze the local wisdom of the community as a tradition attached to the Kantuk Dayak tribal group in carrying out the Gawai tradition. This study is essential to be carried out, especially for the preparation, process, and preservation of the values of local wisdom of the gawai tradition in Bika Village. This study uses a qualitative approach with contemporary ethnographic methods. The informants were village heads, community leaders, local communities, migrant communities, and traditional stakeholders, totaling nine informants. The results obtained that the value of local wisdom of the Kantuk Dayak community upholds solidarity in carrying out the gawai makai taun tradition, which means the community's gratitude to God for the blessings and fortune given in the form of appreciation for the abundant rice harvest. In addition, the *Gawai Makai Taun* tradition brings the community in Bika Village to strengthen cooperation in preparing and implementing the Makai Taun tradition, which contains local wisdom values that lead to a civic culture such as the ceremony carried out by the community in Bika Village to prepare *gawai* and implement *gawai* together.
Keywords: *Civic Culture, Values of local wisdom, Kantuk Dayak Community*

Abstrak. Kebudayaan menjadi suatu ciri khas yang dilestarikan kelompok etnis dalam lingkungan sosial. adanya pelestarian budaya memberikan ruang yang tertanam pada kelompok masyarakat dalam mewujudkan konsitensi budaya dari generasi ke genarasi seperti tradisi *gawai makai taun* sebagai adat istiadat Dayak Kantuk yang dilaksanakan pada bulan Mei setiap tahunnya. Artikel ini bertujuan untuk mengalisis kearifan lokal masyarakat sebagai tradisi yang melekat pada kelompok suku Dayak Kantuk dalam melaksanakan tradisi Gawai. Kajian ini menjadi penting untuk dilakukan terutama untuk persiapan, proses serta pelestarian nilai-nilai kearifan lokal tradisi gawai di Desa Bika. Penelitian ini menggunakan pendekatan kualitatif dengan metode etnografi kontemporer. Informan yang diambil yakni kepala desa, tokoh masyarakat, masyarakat setempat, masyarakat pendatang dan pemangku adat. Jumlah seluruhnya 9 orang informan. Hasil penelitian yang diperoleh bahwa Nilai kearifan lokal masyarakat Dayak Kantuk menjunjung tinggi solidaritas dalam melaksanakan tradisi *gawai makai taun* dimaknai rasa syukur masyarakat kepada Tuhan atas berkat dan rejeki yang diberikan dalam bentuk syukur terhadap panen padi yang melimpah. Disamping itu, tradisi gawai makai taun membawa masyarakat di Desa Bika untuk mempererat kerjasama dalam mempersiapkan dan melaksanakan tradisi gawai makai taun terkandung nilai-nilai kearifan lokal yang mengarah kepada.budaya kewarganegaraan seperti upacara gawai dilakukan masyarakat di Desa Bika untuk mempersiapan gawai dan melaksanakan gawai bersama-sama.
Kata kunci: *Budaya Kewarganegaraan, Nilai-nilai kearifan lokal, Dayak Kantuk*

INTRODUCTION

The development of culture into a unified whole cannot be separated from people's lives. Culture is a habit carried out by people from certain ethnic groups. On the other hand, culture is preserved by all members of the tribe with a broad understanding of the minds and traditions of the community in a social environment (Bahri, 2012). The preservation of culture provides space embedded in community groups to realize cultural consistency from generation to generation. There are customs of the Dayak Kantuk community, such as holding a *gawai makai taun*. This is a form of community solidarity in Bika Village to carry out the *gawai makai taun* together (Malasari, 2017). The *gawai makai taun* tradition is interpreted with religious value in the sense of expressing gratitude for the Dayak Kantuk community to God for the fortune given by God/Petara in the form of abundant rice harvests during farming as an expression of appreciation, the community's customs provide offerings with ritual ceremonies to the giver of sustenance (Levanda, 2018). Device activities are held to avoid burdens, logs, and obstacles. This belief is still firmly held today among the Dayak Kantuk community. This *gawai* tradition expresses gratitude to God for the blessings and abundance of fortune that God has given in the sense of the Dayak Kantuk language being grateful to *Jubata*. The tradition aims to strengthen the ties of brotherhood between the

Dayak Kantuk people to continue to instill an attitude of solidarity and hold fast to the values of local wisdom around them (Feriandi, 2017).

The Dayak Kantuk community is one of the ethnic groups in West Kalimantan that has the local wisdom of the Annual Gawai. The Gawai day is determined every May, called the *Makai Taun*. The implementation of this gawai day is accompanied by *nyengkelan* of the tools used for farming so that when farming the following year, it can run smoothly. In addition, the *Makai taun* culture will be carried out annually by the Dayak tribe, believing that the next year will be protected from danger (Korniadi & Purwanto, 2019). On the other hand, the *Gawai Makai Taun* tradition contains local wisdom values that lead to a civic culture, such as a *gawai* preparation ceremony carried out by the community in Bika Village to prepare gawai and carry out gawai together.

Furthermore, the Bika community is dominantly the Dayak Kantuk ethnic group that upholds the *Gawai Makai Taun* ceremony. On the other hand, tradition has a significant value for people's lives because tradition contains the value of gratitude, the value of mutual respect, and tolerance for the community in the social environment (Jung, 2014). Therefore, it is necessary to explore the values of local wisdom to open up public understanding that it is essential to preserve local wisdom as a characteristic of the local community.

This gawai tradition aims to strengthen the air ties in the Dayak Kantuk community. This must be maintained and preserved by the Dayak Kantuk community so that the customs and traditions of the people in Bika Village are preserved.

This article is intended to add to the study of the local wisdom of the community as a tradition inherent in the Dayak Kantuk tribal group in carrying out the Gawai tradition. This study is essential to be carried out, especially for the preparation, process, and preservation of the values of local wisdom of the gawai tradition in West Kalimantan. The purpose of this research is based on the following research questions as follows:

1) How to prepare for the gawai tradition of the Dayak Kantuk community in Bika Village?

2) How is the process of gawai tradition in shaping the citizenship culture of the Dayak Kantuk community in Bika Village?

3) What are the obstacles faced by the Dayak Kantuk community in Bika Village in preserving the values of local wisdom?

RESEARCH METHODS

This study uses a qualitative approach with contemporary ethnographic methods because local wisdom is an important study to analyze the *gawai makai tuan* tradition from the culture of the Dayak community to be preserved as the cultural values of the Dayak Kantuk community in Bika Village (Creswell, 2014). Meanwhile, this study reveals social

activities and attitudes of community cultural groups towards local wisdom through citizenship culture. Contemporary ethnography must be able to create a problem-solving work so that its implications can be seen. Ethnographic models for understanding the meaning of culture today are likely to be applied by contemporary studies such as communication, cultural studies, economics, sociology, psychology, education, journalism, social studies, and even other humanities studies (Haybi & Shoshana, 2021).

The research participation involved the Dayak Kantuk community group in Bika Village. The language used by the community is the Kantuk language. This research was conducted in Bika Village, Bika District, Kapuas Hulu Regency, West Kalimantan. The people who live in Bika Village are indigenous people from the 1990s until now. The researcher uses the *purposive sampling* technique to determine the source of the informant's data (Rutten & Soetaert, 2013).

Informants were taken only from indigenous people and immigrant communities. This immigrant community starts from a marriage relationship such as the Bika village community marrying someone outside the village or district after following their husband or wife to live in Bika Village; then they are called immigrant communities. Researchers observed and conducted interviews with community participants for about a whole month to investigate how

citizenship culture has an essential role for the community in preserving the values of local wisdom so as not to be eroded by increasingly advanced globalization.

Table 1.
Administrative Map of Bika Village, Bika District
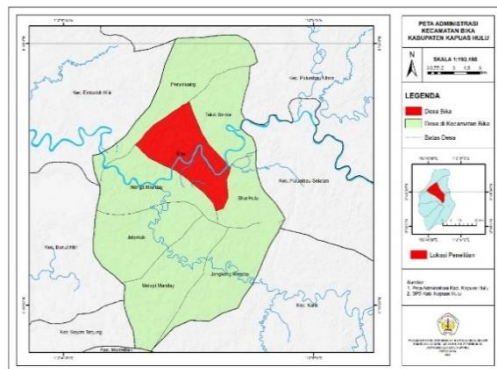
The informants were 9 people, namely 2 village officials, 1 customary leader, 2 religious leaders, 1 head of RT. The researcher felt that the informants obtained were not valid, so the researchers added several informants, namely 2 native Dayak Kantuk people and 1 immigrant community in Bika Village.

Data collection was carried out in April – May 2021. Data were collected from field observations and structured interviews by focusing on the lives and local wisdom of the informants. The interview questions of the Dayak Kantuk community are related to the culture of citizenship and community activities in the values of local wisdom. Interviews were conducted in Indonesian. An in-depth study was conducted as a researcher's effort to understand local wisdom that is still being preserved by the community

today through a civic culture (Taylor et al., 2015). The collected data is then reduced, summarized, and selected essential points focusing on the crucial things. In data reduction, researchers only focused on matters related to citizenship culture in the values of local wisdom of the Dayak Kantuk community in Bika Village to make it easier for researchers to conduct further data collection. In interviews and documentation were collected for descriptive analysis. Descriptive data are taken from oral or written questions about observable local wisdom (Rutten & Soetaert, 2013).

Researchers observed directly in the social environment of the community by interacting with informants in Bika Village. In addition, researchers conducted documentation to strengthen the study results, including photos, videos, sound recordings in the Dayak Kantuk community in Bika Village.

Researchers carry out finding the truth of the data and compiling the data obtained from the results of observations, interviews, and documentation. This is done by organizing the data to sort out what is essential and can be studied, concluding so that researchers can understand it well (Norman k. Denzin, 2009). After collecting the data, the researchers analyzed to validate the data by triangulation. Triangulation intends to be a combination of data collected from various sources, analytical techniques,

and validations that have been collected (Creswell, 2014).

The data analysis technique used in this research is an interactive model. This interactive model consists of three main things, as stated by (Miles et al., 2014). In qualitative research, there are three ways to analyze data: data reduction, data presentation, and data conclusion drawing. This process was carried out continuously during the research, even before the data were collected entirely, judging from the conceptual framework of the research, research problems, and the data collection approach chosen by the research.

DISCUSSION

Bika Village Community Solidarity in Preparing *Gawai Makai Taun*

Preparation of *gawai makai taun* of the Dayak Kantuk community as a traditional rice safety feast as gratitude for the plants that are the staple food of the Dayak people. In this study, researchers have made observations in Bika Village about preparation in the gawai tradition of the Dayak Kantuk community (Ade & Affandi, 2016). *Gawai makai taun* has been around for a long time in the life of the people in Bika Village. This gawai contains elements of a family spirit, and family members work together. Please help prepare materials in the form of food, drinks, and prepare materials for the ritual of *pegelak* used before the day of the gawai (Fusnika & Dua, 2019). Community members

believe this ritual in Bika Village because it is considered to be able to free the community from evil spirits. *Gawai makai taun* also contain religious values. The gawai teaches to be grateful for the blessings and fortune that *Jubata* gives in the form of rice harvests. This kind of preparation invites families who are far away to come, prepare ingredients for cooking such as rice, side dishes consisting of vegetables, chicken, pork, and typical Dayak drinks such as arak, *bram*, which contain alcohol, and make *lemang* (sticky rice) cooked in bamboo which will be served to guests and families who come. Preparing a *pegelak* ritual to purify agricultural tools to avoid evil spirits.

The implementation of the *gawai makai taun* has a positive impact on people's lives so that the existing culture continues to be developed and preserved by the community, and the *gawai makai taun* is defined as a traditional rice safety feast with an expression of gratitude to the creator (God) for the agricultural products that have been obtained. This gawai is done after the harvest lasts for 3-7 days. The tools used in this ritual are agricultural tools sprinkled with the blood of the victim's animal and accompanied by the reading of mantras by traditional stakeholders who the community has trusted.

It is expressed by Heri (pseudonym) that:

This gawai has existed from our ancestors, and we need to continue it. We also feel that with this device, hatred and envy are

reduced so that we relatives and families help each other to help each other in preparing the materials needed when using the device. Such as inviting family who is far away to come, preparing ingredients for cooking such as rice, side dishes consisting of vegetables, chicken, pork, and typical Dayak drinks such as arak, bram, which contain alcohol, and make lemang (glutinous rice). Which is cooked in bamboo which will be served to guests and families who come. The existence of this gawai tradition implies the spirit of kinship and brotherhood in eating together, visiting each other from one house to another, and from one village to another (Interview 12 April 2021).

The Dayak Kantuk community prepares ingredients in food, drinks, and side dishes needed before gawai day. The spirit of kinship grown by the community certainly makes it easier for people to interact with each other in a family manner without discriminating between one another. Every year the gawai tradition in Bika Village is carried out compactly. There are no differences in ethnicity and religion, and there is a spirit of kinship between villagers. This condition must continue to be preserved as a noble value for a multicultural society. *Makai Taun* the traditional rice safety feast, the ritual of the Dayak *Nyengkelan* Batu, machetes, axes, and pickaxes, and the tools used when farming to ensure the agricultural equipment is purified so that the farmers are freed from calamities and disturbances in using these tools for work. As described by Yaso (pseudonym) that:

Prepare materials for local traditional ritual ceremonies. Therefore, to prepare these materials, we as family members carry out the ritual to remove the tools we use for farming. These tools include machetes, axes, pickaxes,

and heirlooms that we keep. We call this event nyengkelan batu (purifying farming tools and heirlooms). The intention and purpose of the ritual are to obtain a large fortune, long life, free from harm. That is the content of prayer to the power of the giver of life to us humans to free us from bad luck. Farm tools that have been purified can be used the following year and are not harmful to the cultivators who use them (Interview 13 April 2021).

The interview results show that *Nyengkelan Batu* is a form of asking for prayer to *Petara Jubata* according to community belief, thanking them for the harvest they get, and asking for safety and welfare to avoid being disturbed by evil spirits. This ritual is prevalent and must be carried out in all areas inhabited by the Dayak community, especially the Kantuk Dayak tribe. These agricultural tools are not used by anyone except those who can work and are responsible for their work, so children are strictly prohibited from holding and using instruments used by their parents to work.

Figure 1. Heirloom Instruments in the Implementation of the *Gawai Makai Taun*

Figure 1. above is an heirloom issued on the day of the gawai. This item will be cleaned because it is mystical according to the beliefs of every community that still carry on the beliefs passed down by their ancestors.

Usually, a mantra is recited by parents trusted by people who still hold cultural customs. The spell uses a *pegelak* ritual to summon ancestral spirits to inform him that the *gawai makai taun* will soon be implemented

Indicator	Forms of activity	Description
Forms of activity	*Gawai makai taun*	The traditional rice salvation festival gives life to rice as a plant which is the staple food of the community
Purpose	With the hope that in the following year, people will still be able to enjoy the same fortune as the abundant rice harvest	The community holds a *pegelak* ritual which is a community belief to summon ancestral spirits, the goal is that the implementation of the *gawai makai taun* can run smoothly during the gawai process. The community also *nyengkelan* or cleans the tools used in farming and heirloom tools.
Community participation rate	The routine of the gawai tradition every year	Prepare the ingredients needed for gawai such as pork, chicken, rice, Bram, and alcohol-containing alcohol and vegetables.

The table above describes in detail the implementation of *gawai Makai Taun*, which leads to the form of activities, objectives, levels of community participation, and forms of unity. This *gawai makai taun* shows the results of what the community has done and has a positive impact on developing local wisdom.

Gawai Makai Taun as an impetus to carry out the Bika Village Pegelak Ritual

The *pegelak* ritual is used to feed seeds according to the belief of the Dayak people. In general, rice plants, especially rice, have a soul and spirit to live and always live. Hence, the traditional rice salvation ritual for the Dayak people is mandatory for every *Makai taun* device (Korniadi & Purwanto, 2019). The purpose and objective of the ritual of the traditional rice salvation festival are to give life force to rice as a plant which is a typical plant and staple food of the Dayak people. From the ritual of the traditional rice salvation party, the Dayaks hope for abundant rice yields in the following year. According to Tito's (pseudonym) expression that:

"Gawai Makai taun" is the highlight of the gawai event that must be celebrated every 5th month (May). Because, after the rice harvest, the people thresh the rice after that, the people celebrate the "gawai". In carrying out the Gawai, the community holds a ritual because it is a custom and culture that must be carried out. The Ritual is often asked if there is a special event carried out in the ceremony. Still, a customary leader who is trusted to carry out the tradition replied that there is no special event. Still, it must be done according to the beliefs of the Dayak community. The ingredients needed for the ritual are natural products consisting of red glutinous rice, white

rice, black rice, Amur rice, salt, sugar, coconut, banana, betel nut, cigarettes, free-range chicken eggs, and Bram/Tuak. The community carries out the ritual to ask God so that the community can obtain abundant rice yields and be free from harm in the following year. The ritual materials can be more but not less. Therefore, it must be prepared and equipped properly (Interview 13 April 2021).

Reading the *Pegelak* mantra involves choosing (clean hands and feet) and can read the spell (*pegelak*), usually an older person. Then "*Bedera*" is interpreted by reading a prayer and throwing offerings (*pegelak*) in the doorway (*mua pintu*) then hanging *pegelak* arranged in a lingkang rancak (Rancak is woven bamboo made like a bowl) above the place to store goods which are considered sacred (stone umai) which are usually held in *pasah* or *gentung, timbang*.

Furthermore, the *gawai* tradition in shaping the citizenship culture of the Dayak Kantuk community in Bika Village builds parallel relations between fellow communities, such as always carrying out mutual cooperation in society and holding deliberations that contain the principal solidarity value people's lives (Hatta, 2016). On the other hand, if contextualized in Citizenship Culture, the gawai tradition contains social values. This phenomenon can be proven by having meals with the community in Bika Village, holding deliberation/consensus to evaluate gawai activities, both those that will be implemented and those that have already been implemented (Korniadi & Purwanto, 2019).

The Process of Implementing the *Gawai Makai Taun* for the Bika Village Community

The *gawai makai taun* process is carried out in the form of community gratitude to God for the blessings and fortune given in the form of being grateful for the abundant rice harvest. Therefore, every family *besumai* (cook) all vegetables, rice, side dishes that will be served to guests, welcome guests to come, serve special foods for sleepy people such as glutinous rice cooked in bamboo (*lemang*), cakes made of glutinous flour coated with banana leaves and take out drinks that have been made a month before the gawai takes place, such as *Bram*, tuak nau, and arak containing alcohol as a community tradition before *gawai* day.

Before the community implements the Bika Village Gawai, they hold a traditional meeting and deliberation with the community and the Bika Village Dayak Indigenous leaders, which are held 1 (one) month before the implementation of the *gawai* by forming a committee. The *gawai makai taun* event runs after the set date and is carried out by the celebrating community. With activities carried out by the community before *gawai*, such as making typical Dayak drinks such as Bram, *tuak nau and arak* prepared a month before gawai day, making Dayak specialties made of glutinous rice cooked in bamboo, cooking side dishes consisting of rice, chicken, pork and vegetables that will be served to guests and relatives who come. The Ngemparu

Nemiak event usually accompanies the Gawai Makai Taun event in Bika Village; guests from Bika Village and other neighboring villages come and enliven the *Gawai Makai Taun* event. Most youth and parents gathered and enlivened the *Gawai Makai Taun* event. The younger generations gather together and visit each other without discriminating. The *Gawai Makan Tahun* ends after the evening, the guests and the community go home with souvenirs, both drinks, and traditional food.

Efforts made by the community in maintaining the gawai tradition are by always encouraging traditional stakeholders, the community, and involving all existing elements to continue to maintain and preserve the culture handed down by the ancestors who became local wisdom in Bika Village. As stated by Juleha (pseudonym) that:

We as a community always participate in cooperation activities that are shoulder to shoulder/help in the gawai tradition. "Gotong royong" is a routine activity that we do. gawai to positively impact people's lives, such as reducing disagreements in our lives that live side by side. We work together in cooperation, regardless of their different backgrounds. There is no distinguishing characteristic, and whether they are from the upper class or the lower class, they are all the same. We even joked with each other and greeted each other while working so that the work didn't feel heavy. This cooperation is also able to foster a voluntary attitude, help, togetherness, and kinship between fellow beings (Interview 17 April 2021).

The behavior of the Dayak Kantuk community prioritizes unity that involves all members of the community as a form of community awareness of the importance of harmony, peace, and togetherness. The implementation of this device is to increase the sense of brotherhood among the Dayak Kantuk community involved in the gawai's performance.

Figure 2. Community Activities Preparing *Gawai Makai Taun*

In Figure 2. it looks like food, drinks, and other ritual materials, such as chicken, pork, arak, tuak, red pulut, white pulut, black pulut, cucumber seed, jawak, lingkau lecit, nasik amur, salt, sugar, coconut, banana, betel nut, cigarettes, free-range chicken eggs, and palm wine. This preparation is served in front of the traditional holders, family members, and guests who come. After that, the chants are read by the traditional leaders who the family trusts. *Gawai Makai taun* provides understanding to the community to live side by side in society without any problems caused. This gawai tradition also gives a positive message to the social life of the people in Bika Village (Hatta, 2016). This device is used as a rope to stay in touch with the Dayak community. At the time of its implementation,

all community members gather and meet to establish interaction and communication that can strengthen the ties of brotherhood among the Dayak community people. During the gawai tradition process, all Dayak Kantuk communities are required to work together and help each other so that it impacts the community's mutual cooperation attitude.

The Gawai Makai Taun Tradition in Shaping the Citizenship Culture of the Dayak Kantuk Community in Bika Village

The *Gawai Makai Taun* and the Dayak Kantuk community foster a sense of kinship and tolerance for the younger generation to respect and appreciate each other by visiting each other's homes; an attitude of courtesy is seen during Gawai where young people in Bika Village visit each other's relatives. (Panjaitan & Sundawa, 2016). On the other hand, the implementation of *Gawai Makan Taun* is entwined with brotherhood and unity. It is clear that *Gawai Makan Taun* positively impacts the younger generation and parents and traditional stakeholders in Bika Village. In addition, gawai are activities that have the meaning and value of solidarity and mutual cooperation, which is very important to maintain because it has moral values and values of local wisdom in Bika Village are essential to preserving culture in Bika Village, especially the Dayak Tribe (Fusnika & Dua, 2019). Apart from that, the customs are translated into the Gawai tradition, which is often carried out by the community from the

90s until now called *gawai makai taun*. This *gawai* has a religious element, an expression of gratitude, family gathering together, and mutual cooperation helps prepare the device and tolerance without discriminating between one another (Efriani, Dewantara, et al., 2020).

Gawai Makai Taun is a traditional rice safety party to give life to rice as a plant, a typical plant and staple food of the community. The *Gawai Makai Taun* activity has a series of exercises. Before the implementation, the entire Dayak Kantuk community prepares the materials needed for the *gawai* such as pork, chicken, rice, vegetables, and drinks such as *Bram and arak* containing alcohol and invites distant families to come. Apart from all that, the community also prepares a *pegelak* ritual which is believed by the community as something that must be carried out so that the community is free from danger and when farming is protected from interference by evil spirits (Hatta, 2016).

Pegelak rituals are carried out at the *gawai makai taun* ceremony, especially those related to fields and rice. Practices are carried out during the year the device lasts. On the day of the gawai, a ceremony is held to summon ancestral spirits to inform Him that the *gawai makai taun* will soon be carried out. This *pegelak* ritual ceremony aims to notify the intention of the *gawai makai taun* to be carried out. After informing the purpose, the customary holder is sent to recite a mantra that each family member trusts to ask for protection

and blessings to the ancestral spirits so that the *gawai makai taun* party can run well. In the ceremony, the traditional holder reads a prayer or some mantra that the traditional holder can only interpret (Efriani, Praptantya, et al., 2020).

Barriers to the Dayak Kantuk Community in Preserving *Gawai Makai Taun*

The implementation of the Gawai traditional ceremony can impact the social life of the Dayak community in Bika Village. Gawai is a traditional ceremony that is held regularly every year. This, of course, can be the right solution to overcome the obstacles faced in preserving the values of local wisdom of the Dayak Kantuk Community (Ade & Affandi, 2016). However, it is considered sacred at the Gawai traditional ceremony, which only involves the Dayak tribe. Still, as the times progressed, at this time, the Gawai traditional ceremony was included in the Cultural festival schedule, which was held once a year (Prayogi & Danial, 2016). So the Gawai traditional ceremony can be witnessed by anyone outside the Dayak tribe. The persistence of the traditional gawai ceremony is proof that *gawai* have become a tradition for the Dayak community in Bika Village. Gawai is a necessary medium to refresh the sense of solidarity and kinship among fellow individuals in the Dayak community (Elyta, 2021).

The Dayak Kantuk community is one of the tribes that prioritize their beliefs by carrying out various traditional ceremonial rituals. The Dayak tribe holds traditional ceremonial rituals that have meaning because the rituals that the Kantuk community goes through have a function and purpose. One of the Dayak rituals routinely carried out every year is the *pegelak* ritual carried out on the day before *Gawai Makai Taun*. *Gawai Makai Taun* is one of the traditional ceremonies that aims as a form of expression of gratitude for the community (Elyta, 2021). Therefore this Gawai has become a traditional tradition present amid people's lives that has long been necessary and must be maintained; all this is because the *Gawai Makai Taun* has a role and function in maintaining a sense of solidarity between individuals, especially the Dayak Kantuk tribe (Couldry et al., 2014).

In the *gawai makai taun* tradition, it also has a vital role to be preserved by all ethnic groups, which are the local identity of the community (Panjaitan & Sundawa, 2016). Like the Dayak Kantuk, they experience obstacles to changes in the socio-economic field. Socio-economic conditions, especially the level of prosperity, have a considerable influence on the pattern of life and culture. Economic prosperity gives creative freedom, provides freedom of action and choice. The development of human resources has influenced the current condition of the Dayak Kebahan economy (Herlan et al., 2020). The role of various independent businesses outside of farming has been developed. The Dayak

Kantuk has carried different professions outside of farmers. Various socio-economic empowerments, such as the people's credit system, trade system, production, and distribution system, are now familiar to most Dayaks Kantuk. For the Dayak community, economics is an obstacle in implementing the *gawai makai taun*. In carrying out the *gawai*, the district has to spend a lot of money to buy the necessities used before *gawai* takes place (Ermawan. T., 2017). However, apart from this phenomenon, this *gawai makai taun* is not coercive because it can be implemented simply to preserve customs and culture.

Gawai makai taun is very important to be maintained and preserved to maintain cultural customs and build solidarity between fellow communities through cooperation and solidarity between individuals in the preparation and implementation of *Gawai Makai Taun* that still exists in the Dayak Kantuk community (Vatria et al., 2015). The Gawai tradition is considered necessary by people who have a source of inspiration for the community to organize life together. This is undoubtedly a benchmark in determining every society's attitude and manners in the Dayak tribe. Cooperation that exists between communities can strengthen the sense of solidarity so that the moral function contained in the Gawai ceremony can affect all aspects of people's lives, especially in building kinship between fellow Dayak people, both challenges

from internal and external elements as well as in the form of actions and thoughts of the community.

CONCLUSION

Preparation in the *Gawai Makai Taun* tradition of the Dayak Kantuk community fosters a sense of tolerance for mutual respect and respect by visiting the rules of the Bika Village community. Members of the community trust this ritual because this ritual is considered to be able to free us from evil spirits. This implementation causes the *pegelak* ritual to be used to *ngumpan benih* according to the Dayak belief in rice plants. On the other hand, the *gawai makai taun* process is carried out in the form of community gratitude to God for the blessings and fortune given in the form of being grateful for the abundant rice harvest. The *gawai makai taun* tradition of the Dayak Kantuk community fosters a sense of kinship and tolerance for the younger generation to respect and appreciate each other by visiting each other's homes. An attitude of courtesy is seen during *gawai* where youths in Bika Village visit relatives. Efforts made by the community in maintaining the *gawai* tradition by encouraging traditional stakeholders, the community and involving all elements in the community to preserve the culture handed down by their ancestors.

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Dinamika Implementasi Sistem Zonasi di SMA Negeri 9 Gowa

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Abstract. This study examined the Dynamics of Zoning System Implementation in the acceptance of new students at SMA Negeri 9 Gowa. This study aimed to describe the dynamics of the implementation of the zoning system and the implications of the implementation of the zoning system in SMA Negeri 9 Gowa district. The research method of this research was qualitative with a phenomenological approach, data collection techniques through primary data and primary data, primary data by means of observation and interviews and secondary data by collecting from literature studies. This study used the theory of psychology and structuralism, typology of social change and structural functionalism as analytical tools in revealing research problems accurately. The results of the study showed (i) the dynamics of implementing the student admission process using the zoning system in addition to the long process, all registration transactions were carried out online, besides that there were still some prospective registrants who were constrained by the technological facilities that would be used to register (did not have a mobile phone or computer to access In addition, the accuracy of the location zone data for prospective students which is not yet accurate makes parents of prospective students confused and feel there was no certainty that their children would be enrolled in the destination school or in another school. (ii) the implication of the application of the zoning system for new student admissions was that all school statuses were equalized and there were no more excellent school titles, but on the other hand, the existence of a zoning system creates the behavior of unscrupulous parents who manipulate population data (capil) by entrusting their children on the card. relatives who were around the destination school, especially in SMA Negeri 9 Gowa district.
Keywords: *Dynamics, Implementation, Zoning System*

Abstrak. Penelitian ini mengkaji tentang Dinamika Implementasi Sistem Zonasi dalam penerimaan peserta didik baru di SMA Negeri 9 Gowa. Penelitian ini bertujuan untuk mendeskripsikan bentuk dinamika implementasi sistem zonasi dan implikasi penerapan sistem zonasi di SMA Negeri 9 kabupaten Gowa. Metode penelitian penelitian ini adalah kualitatif dengan pendekatan fenomenologi, teknik pengumpulan data melalui data primer dan data sekunder, data primer dengan cara observasi dan wawancara kemudian data sekunder dengan pengumpulan dari studi pustaka. Penelitian ini menggunakan teori psikologi dan strukturalisme, tipologi perubahan sosial dan fungsionalisme struktural sebagai pisau analisis dalam mengungkap masalah penelitian secara akurat. Teknik penentuan informan penelitian dengan menggunakan *proposive sampling,* teknik pengumpulan data melalui observasi, dokumentasi dan wawancara. Teknik analisis melaluireduksi data, penyajian data, dan penarikan kesimpulan.Adapunhasil penelitian menunjukkan (i) dinamika implementasi proses penerimaan peserta didik dengan menggunakan sistem zonasi selain prosesnya yang panjang semua transaksi pendaftaran dilakukan secara daring, selain itu masih ada beberapa calon pendaftar terkendala pada fasilitas teknologi yang akan digunakan mendaftar (belum memiliki *handphone* atau komputer untuk mengakses internet) disamping itu akurasi data zona lokasi calon peserta didik yang belum akurat menjadikan para orang tua calon peserta didik kebingungan dan mersa tidak ada kepastian anaknya akan terdaftar di sekolah tujuan atau justru di sekolah lain. (ii) implikasi penerapan sistem zonasi penerimaan peserta didik baru menjadikan semua status sekolah disederajatkan dan tidak ada lagi gelar sekolah unggulan, akan tetapi disisi lain dengan adanya sistem zonasi menjadikan adanya perilaku oknum orang tua yang memanipulasi data kependudukan (capil) dengan menitip anaknya di kartu keluarga kerabat yang ada di sekitar sekolah tujuan terutama di SMA Negeri 9 kabupaten Gowa.
Kata kunci: *Dinamika, Implementasi, Sistem Zonasi*

INTRODUCTION

Essentially, education is a basic thing that must be owned by everyone. Education is a right for all Indonesian citizens as stated in the 1945 Constitution, the government is obliged to fulfill the rights of its citizens in obtaining education to determine the quality of life in the future of a nation (Nadziroh et al., 2018). For this reason, it is important to have equal distribution of education in every region of Indonesia, both in terms of facilities and infrastructure so that all citizens are able to gain access to proper education. Basically equal distribution of education needs to pay attention to several related components. First, equal opportunity to obtain education, namely access to education that can be enjoyed by all school-aged residents. Second, justice in obtaining the same education in society, namely education that can be accessed by every ethnicity, religion. , race, or group equally.

In principle, education is something that is very important to be owned by all human beings in living life. Therefore, the government must be present as a provider of quality education services to be accessible to all citizens without exception. Education is a bridge to give birth to positive habits in shaping the character of citizens (Suardi & Syarifuddin, 2018). Increasing access to and equal distribution of education quality is a the mandate of the 1945 Constitution by providing the widest opportunity for all

citizens to fulfill their basic rights to obtain educational services in order to improve their abilities, skills and quality of life for the sake of stability and prosperity in the economic aspect, increasing access and educational services for the participation of the community. In obtaining education, therefore it becomes homework for the government in completing access and education services as a priority (deplovement priority) for education development in Indonesia (Perdana, 2019). In terms of educational equity, there are at least two components that need attention.

First, equality of opportunity to get access to education services where education can be enjoyed by all citizens of school age. Second, there is justice in obtaining the same education in society regardless of ethnicity, race, religion and so on (Sahidah & Anwar, 2020) . Based on the reality of education in the past, there are still gaps in educational services with the predicate of excellent schools, international class schools and so on. This of course will give birth to social jealousy to students who cannot access education in superior schools or international class schools and the like. Departing from this reality, finally formulating a system that will accommodate all students in order to get equal education services by launching new student admissions through the zoning system.

According to government regulations in Permendikbud No. 14 of 2018 New Student

Admission or what is often abbreviated (PPDB) with the Zoning System, (1) PPDB aims to ensure the acceptance of new students is objective, transparent, accountable, non-discriminatory and fair in order to encourage increased access to education services. (2) Non-discrimination as referred to in paragraph (3) is excluded for schools that specifically serve students from certain gender or religious groups. New Student Admissions (PPDB) which emphasizes the distance or radius between a student's house and the school, in other words, a prospective student whose house is likely to be closer to school will have the right to receive educational services from the school, and if in one zone there is an excess of quota then the education office is obliged to find schools or open additional quotas so that no child does not get to school (Muhadjir Effendy, 2018). This policy is used by the government in accelerating the distribution of quality education, and providing awareness to the whole community that education is a shared responsibility, not on one side. The implementation of the new student admission zoning system will be more efficient in terms of time, cost and effort. Participants will later because participants and parents no longer come to school to find out information or view announcements about new student admissions. Anytime they can see announcement or information through a computer or smartphone connected to the internet (Muslihudin et al., 2018). Sociologically, the implementation of the new student admissions policy through the zoning system reveals the fact that there are educational inequality and disparities in several regions in Indonesia, besides that education equality has not occurred optimally both in terms of quality and quantity of schools, especially the provision of facilities and infrastructure. Discrimination and injustice occur in access to and education services as a basic fulfillment that must be provided to all citizens. The predicate of state schools, which tend to be relatively cheap, is actually enjoyed by children from rich families, while on the other hand; many children from poor families are threatened with dropping out of school (Mashudi, 2019).

The education system in Indonesia is a centralized education system with regulations taking place in a systematic and planned manner, the implementation of the national education system is certain to be able to guarantee the occurrence of education equality as a whole, but social reality shows that our country is still experiencing problems in terms of equitable distribution of education (Dewi et al. ., 2019).

In principle, the main criteria for the zoning system in the New Student Admission (PPDB) are based on the distance between the places of domicile.

prospective students with the target school, by not making the main benchmark of the National Examination Score (NUN) as the previous regulations, besides the zoning

system is one of the strategies carried out by the government to accelerate the distribution of quality education, by taking away and serving those who are vulnerable. and potentially marginalized (Marini & Utoyo, 2019). The application of New Student Admission (PPDB) with this zoning system in practice raises several problems and also causes psychosocial impacts for students. Problems that arise from the implementation of the PPDB zoning system include insufficient school capacity and the high quality disparity between schools (Rudi, 2019). The zoning system is the government's effort to improve the quality of education in Indonesia (Rasinan et al., 2021). Although in practice the government faces problems related to the uneven capacity and potential of school students, so that schools often have excess and lack of students or classrooms. With the implementation of the PPDB zoning system in general, schools are forced to accept students who are close to their homes and school locations, while the distribution of the quality of student's intelligence between public schools and private schools is not yet fully evenly distributed. Students with high quality of intellect (smart students category) tend to choose public schools over schools swasta, while the capacity of state schools themselves is limited. Furthermore, so that the community, especially parents, can accept the zoning system policies by conducting socialization and then monitoring (Ismabela,

2019). What are the dynamics of implementing the zoning system at SMA Negeri 9 Gowa Regency, South Sulawesi Province? this of course will give birth to the pros and cons of parents or new students who carry out registration transactions through the zoning system. Furthermore, there is still a lack of understanding of the PPDB mechanism with the zoning system faced by students (Rachmadhany et al., 2021). Then what are the implications of the implementation of the zoning system at SMA Negeri 9 Gowa district?. Even though this is due to several factors, such as, not all parents of students at SMA Negeri 9 Gowa district understand the PPDB program comprehensively, many parents are still not competent. technology that makes it difficult for them to register their children through PPDB, then the habitus factor of parents of students who only want to register through conventional channels. All of these dynamics are the findings of this study where SMA Negeri 9 Gowa district has not fully been able to overcome it, so that then all components starting from the target school, students who will register to the students' parents are able to synergize with the PBDB program as a policy from the government.

RESEARCH METHODS

The research method used in this research was qualitative research. The reason for choosing a qualitative approach was because it was a research procedure that produced

descriptive data in the form of written or spoken words from people and behaviors observed by researchers. Qualitative research takes place in a natural setting, that is, where these activities take place. The data is obtained based on the results of observations, quotes, opinions, thoughts, views and others (Manab, 2015). This approach was very suitable for research that had been used by researchers because they wanted to see directly in the field and explore sharing information about the Dynamics of the Application of the Zoning System at SMA Negeri 9 Gowa. The findings obtained in the field were then described in the form of a narrative in accordance with the real facts and as they are.

Research that aims to describe various circumstances, conditions, places and various phenomena or events that occur in society that make a feature, sign or description of an event (Nursalam et al., 2016). Analysis of data through data obtained from data collection techniques, by compiling, editing, classifying and then describing to get conclusions (Sugiyono, 2010). Research seeks to analyze descriptively and introspective on the dynamics of implementing the zoning system policy, which in its implementation reaps the pros and cons with a number of reasons that were considered logical by most parents. The dynamics of implementing the zoning system by parents was seen as an instrument that can trigger fraud and injustice in education. This social phenomenon places emphasis on

society, especially on parents of students to be able to adapt to the times so that an awareness of the importance of technological advances in life is born.

DISCUSSION

Education is expected to be able to reach humans as a whole, teach students to find their own identity, direct someone to show their abilities, one way is through education because with education people can access information about science that will transform humans into complete human beings, cultured, have character and highly competitive. To get all that, of course, it takes the presence of many parties to make it happen, starting from the role of parents, students, education implementers to the government as the captain who controls where the educational ship is directed, as a policy determinant for the advancement of an education in this motherland. The implementation of policies carried out by the government of course inseparable from the government's efforts to improve education in this country and be able to compete with other countries that have advanced education. From a number of policies related to education set by the government aimed at being able to cover all communities, especially school-age children, to be able to access education without exception, such as the zoning system policy implemented by the government in this case the ministry of education and culture, is a breath of fresh air to prospective students. and

to parents of students, because the presence of this zoning system makes the status or predicate of all schools the same, there is no longer the status of excellent schools, international class schools and so on, this certainly opens the way, opportunities and opportunities for prospective students to can choose a school based on the zone or area around his house. Gowa 9 Public High School became one of the schools chosen by the government to implement the zoning system.

Acceptance of students through a zoning system where the acceptance of prospective new students will be accepted based on the distance from home from school according to applicable regulations, although the zoning system is not the only route to get into the destination school, such as through the academic achievement system, non-academic and affirmations, but most of the parents of prospective new students dominantly prefer the zoning system on the grounds that through the zoning system there is an opportunity to pass into the destination school because it has quotas or power. Accommodate about 50%, so that more parents take advantage of the system who feel that their home is close or that they are in the zone of the destination school. Besides that, the zoning system has a non-discriminatory principle where schools do not distinguish prospective students from ethnicity, religion and social status except for school groups that are specifically for students or students only from schools with certain religious groups, in addition to objects or carrying out all activities based on the rules laid down. have been made and established, transparent, that is, open to everyone without anything being covered up, and accountable, namely that these activities can be accounted for and fair, that is, they are not only concerned with their own interests but for the benefit of all. The school, especially the principal, students, operators and parents have a role in this registration process such as schools have the role of controlling the course of the acceptance process of students, students who have a role to follow all processes that must be passed in order to graduate in school, operators who become mentors for prospective students students in the course of the registration process to completion and parents who help their children by giving advice and suggestions regarding majors and other matters also provide technological tools that are used or needed by prospective students in obtaining information and registering. Science and technology are developing very quickly, implying that humans must be able to adapt and synergize in order to be able to use sophisticated and modern tools which at this time have become a necessity that humans have as assistants in obtaining information sources, including information related to the acceptance of new students on social media. online media such as social media, online news and online information. However, the reality on the ground shows that there are significant

obstacles faced by parents of prospective new students including, the limitations of the internet network which makes it difficult for prospective new students to send or upload data and registration files online, this is done by prospective participants. students themselves in their respective homes but due to constraints or limitations of devices or computers so that prospective students come to school to register. From the data obtained, about 90% of prospective students who were assisted by the school in registration, the remaining 10% were prospective students who register themselves. In addition, the re-registration time which was relatively short, plus the re-registration system server which was unstable and slow to load to access, makes the committee or those involved in it feel overwhelmed because there were still many prospective students who have piled up and have not re-registered. The following describes some of the obstacles that faced by prospective new students in using the zoning system at SMA Negeri 9 Gowa including;

1. Internet network was not stable which causes slow registration process.
2. There were still some students who do not have computers or communication tools to access online registration.
3. There were still certain areas that cannot be reached by the internet network
4. The re-registration time was very short, so there were some prospective students who were not covered.
5. The number of prospective students who do not understand how to register online so that parents prefer to go directly to school to register.
6. The entrance exam questions for prospective students were dominated by psychological tests which made it difficult for prospective students to answer the questions.

Based on several routes that can be taken for registration of prospective new students, the highest quota was the zoning system, in 2019 to 2020 it was around 90 percent, the furthest distance was approximately 3 km from the school zone. If the distance between the school and the student's house exceeds 3 km, this had an impact on the non-graduated student to continue his education at SMA Negeri 9 Gowa because this is a policy from the central government that must be implemented, by accommodating all the expectations of parents prospective students so that they can go to school according to the school closest to their respective homes. Apart from that, the problem was for prospective new students who only choose the zoning route but their house is not included in the school zone, this makes parents confused and even some are desperate, but not a few of them too (unscrupulous parents of prospective new students) "took other ways, including those who took reckless actions by committing several frauds such as falsifying their domicile address, entrusting their child's name on the

family card of relatives around the destination school in order to qualify for the desired school. , this was done considering that the address greatly affects the chances of a prospective student to be accepted at SMA Negeri 9 Gowa, but on the other hand it actually gave birth to polemics and dynamics in society, especially at the Civil Registration Service (Capil) which will cause chaos in data recording. .

Besides that, registration also took a long time, about two months and the first thing the school must do is determine the people involved in the registration process and provide socialization first by putting up posters in which there is information about the online registration, after which the school also needs to disseminate posters to social media such as Facebook, WhatsApp, Instagram, Telegram and others so that information about registration will be known to more people, for them to start registering using cellphones or if prospective students do not have cellphones and do not understand how they go straight to school and will assisted by the school in registering, usually the school also involves OSIS members to assist in registering and also verifying the incoming data. They will later announce who has passed and re-register followed by an introduction to the school environment after which they have to take psychological tests at their respective homes using the communication tools they have. Of these problems, of course, all of them become

homework (PR) as well as evaluation material for the relevant government that must be addressed in order to create a sustainable system.

CONCLUSION

In the process of implementing the PPDB zoning system, problems were still found in its implementation which have implications such as an imbalance in the number of students between one school and another, the available quota was not in a ratio with the number of prospective students so that not all prospective students could be accommodated at the destination school, apart from The registration process was quite difficult for prospective students, especially those who did not have cellphone facilities that can access the internet and there are many other dynamics faced by prospective students at SMA Negeri 9 Gowa Regency. Besides these dynamics, there are a number of benefits from the implementation of the zoning system for the acceptance of new students by using the zoning system, with this system providing opportunities for prospective students to enter the destination school based on their respective regional zones, the application of the zoning system creates equality for each school and make the status of all schools the same, efficient use of time for students to go to school, coordination of the central government becomes easier, transportation costs for students become more affordable. But apart

from these positive things, there is also a negative side with the presence of unscrupulous parents who manipulate the domicile of residence for students, leaving their children's names on family cards of relatives around the destination school, in addition to declining school achievement and the occurrence of social changes and others. other. The continuity of an education must be supported by the fulfillment of facilities, facilities and infrastructure so that the quality of schools can be evenly distributed. Policy socialization needs to be carried out more massively so that the understanding of the local government and the community is in line with the policy objectives. Education about the long-term goals of the zoning system needs to be carried out among parents of students to eliminate the perception of superior and non-superior schools. Local governments and schools need to be strengthened so that education policies that are made harmoniously and sustainably encourage the government to accelerate education equity. The implementation of the zoning system apart from the dynamics produced, there are also a number of benefits provided such as convenience to students such as registration can be done online, opening up opportunities for students to get education, eliminating the gap in predicate schools.

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Improving Student Citizenship Education Learning Outcomes through Cooperative Learning Types of Group Investigations in Class X.3 State Senior High School Makassar

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Abstract. This research is a class action research (classroom action research) which aims to improve student-learning outcomes in class X.3 State Senior High School Makassar through a cooperative learning type investigation group (Group Investigation). The subjects of this study amounted to 39 people, consisting of 14 males and 25 females. This research was conducted in two cycles. From cycle I to cycle II, the cooperative learning model of group investigation type (Group Investigation) is used by continuously improving the quality of group learning implementation. As for the results of the research conducted over two cycles, it can be concluded that: 1) Group investigation type cooperative learning (Group Investigation) can improve student learning outcomes in Class X.3 State Senior High School Makassar in Civics Learning, 2) Student learning outcomes increase based on the achievement of scores which has exceeded the criteria of success with a very good category. The achievement is that the deficiencies in the first cycle can be overcome so that there is an increase in student activity which is indicated by an increase in student learning outcomes in the high category. The conclusion that can be drawn from the results of this study is that the application of the group investigation type learning model (Group Investigation) can improve student learning outcomes in Civics subjects in class X.3 State Senior High School Makassar.

Keywords: Learning Outcomes, Cooperative Learning Types of Group Investigation.

Abstrak. Penelitian ini adalah penelitian tindakan kelas (*classroom action research*) yang bertujuan untuk meningkatkan hasil belajar siswa kelas X.3 SMAN 10 Makassar melalui pembelajaran kooperatif tipe investigasi kelompok (*Group Investigation*). Subjek penelitian ini berjumlah 39 orang, terdiri dari 14 orang laki-laki dan 25 orang perempuan. Penelitian ini dilaksanakan dalam dua siklus. Dari siklus I ke siklus II menggunakan model pembelajaran kooperatif tipe investigasi kelompok (*Group Investigation*) dengan senantiasa meningkatkan kualitas pelaksanaan belajar kelompok. Adapaun hasil penelitian yang dilaksanakan selama dua siklus dapat disimpulkan bahwa : 1) Pembelajaran kooperatif tipe investigasi kelompok (*Group Investigation*) dapat meningkatkan hasil belajar siswa Kelas X.3 SMA Negeri 10 Makassar dalam Pembelajaran PKn, 2) Hasil belajar siswa meningkat didasarkan pada pencapaian skor yang telah melampaui kriteria keberhasilan dengan kategori sangat baik. Adapun pencapaiannya yaitu kekurangan yang terdapat pada siklus I sudah dapat diatasi sehingga terjadi peningkatan keaktifan siswa yang ditunjukkan dengan peningkatan hasil belajar siswa yang berada pada kategori tinggi. Kesimpulan yang dapat ditarik dari hasil penelitian ini adalah penerapan model pembelajaran tipe investigasi kelompok (*Group Investigation*) dapat meningkatkan hasil belajar siswa pada mata pelajaran PKn kelas X.3 SMA Negeri 10 Makassar.

Kata kunci: *Hasil Belajar, Pembelajaran Kooperatif Tipe Investigasi Kelompok.*

INTRODUCTION

Based on Law no. 20 of 2003 concerning the National Education System states 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 skills that needed by himself, the community, the nation and the State".

According to the law, several things are very important for us to criticize from the concept of education. First, education is a conscious, planned effort, this means that the educational process in schools is not a process that is carried out carelessly and haphazardly. Still, a process that aims so that everything teachers and students do is directed at achieving goals.

Second, the planned educational process aims to create an atmosphere of learning and the learning process. This means that education should not override the learning process. Education is not merely trying to achieve learning outcomes but how to obtain results or learning processes in children. Thus, in education, the process and learning outcomes must be balanced. Education that only emphasizes one of them will not form a fully developed human being.

Third, the learning and learning atmosphere is directed to develop their potential. This means that the educational process must be student-oriented (active student learning). Education is an effort to create the possibility of students. Thus, children must be seen as developing organisms and have potential. The task of education is to develop students' potential, not to cram subject matter or force children to memorize data and facts.

Fourth, the end of the educational process is the ability of children to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. This means that the educational process leads to children's skills according to their needs. These three aspects (attitude, intelligence, and abilities) are the direction and goals of education that must be pursued (Cahyani et al., 2019).

The problem of education that always arises is the imbalance between what can be achieved by education and the objective demands of society. Society always demands more effective educational operations. This demand is a challenge for us, the educators, to change the way of thinking and working that is no longer appropriate. Environmental change demands a change in the approach, and we must also make changes in the management and implementation of education. (Joseph, n.d.)

Citizenship Education is a subject that focuses on the formation of a diverse self in terms of religion, socio-cultural, language,

age, and ethnicity to become intelligent, skilled, and characterized citizens as mandated by Pancasila and the 1945 Constitution (Akbal, 2016).

One of the problems facing our world of education is that the learning process is still weak. In the learning process, children are less encouraged to develop thinking skills. The learning process in the classroom is directed at the child's ability to memorize information; The child's brain is forced to remember and store various information without being required to understand the information it reflects on, relating it to everyday life.

It is still far from what we expect regarding the quality of education, especially education at the high school level. Therefore, the authors feel very interested and need to conduct further research to know more about efforts to improve student learning outcomes in Civics learning through cooperative learning of group investigation type (group investigation) at State Senior High School 10 Makassar.

Seeing the low condition of student learning outcomes, several efforts were made, one of which was giving assignments to students. Providing group assignments using a group investigation type learning model (group investigation) to students is expected to improve their learning outcomes so that repetition and reinforcement of the material given at school are expected to increase students' learning outcomes.

Based on the problems obtained through observations of teachers and students of class X.3 State Senior High School Makassar., it was revealed that what causes low learning outcomes and student achievement in Civics subjects is that teachers only tend to use the lecture method, so students do not have the opportunity to study in groups. Besides that, the teacher also does not involve students actively in the learning environment and uses fewer learning models. The teacher dominates the lecture method without allowing students to do group learning using the learning model so that students are less motivated in the learning process. To solve the problem above, studying using a learning model, namely the cooperative learning model of group investigation type as an alternative action in improving Civics learning outcomes through collaborative learning of group investigation type in class X.3 State Senior High School Makassar..

The selection of the group investigation type learning model prioritizes students' creativity, and students choose topics to investigate and conduct in-depth investigations on the selected issues. Next, prepare a report and present the message to the whole class to increase student learning outcomes more effectively and efficiently. The model is suitable to be applied to Civics subjects. (Tien, Woro, 2018). Therefore, the researcher intends to address this problem in classroom action research (CAR).

For this reason, starting from these educational problems, the author raised CAR's title, "Improving Student Citizenship Education Learning Outcomes Through Cooperative Learning Types of Group Investigations in Class X.3 State Senior High School Makassar".

RESEARCH METHODS

In this Classroom Action Research, the research subjects were students of class X.3 State Senior High School Makassar with 39 students consisting of 14 male students and 25 female students. This research was conducted at State Senior High School Makassar, located at Jalan Tamangapa Raya V No. 12. Right in class X.3.

An action plan was a process of compiling actions developed in the learning process. This plan was structured flexibly to anticipate various impacts in the field so that research was carried out effectively. This planning activity begun with reviewing the lesson plans for high school teachers for class X.3 for the appropriateness of time between subject matter and research plans, making observation sheets to observe learning conditions in class when the action takes place, preparing lesson plans, Student Worksheets (LKS), and other instruments. (Hamdani, 2010).

Before carrying out the action, it is necessary to take preparatory action. Activities at this stage are:

a. Preparation of lesson plans with the learning model planned in the CAR based on consultation with the teacher.

b. Preparation of problem sheets/student worksheets following the learning indicators based on consultation with the teacher.

c. Make test questions held to determine student learning outcomes based on consultation with the teacher.

d. Form a heterogeneous group both in terms of academic ability and gender.

e. Explain to students regarding the implementation technique of the cooperative learning model of the group investigation type that will be carried out. (Ulfi Yulismina, Warsiti, 2012)

Action implementation is the stage of implementing an action plan compiled collaboratively between researchers and classroom teachers to improve learning activities that have not been as expected. (Haryati, 2020).

Evaluation is done utilizing observation by researchers to find out how the learning activities take place.

The last step is to reflect (reflection) on the results that have been achieved in each cycle. If the results achieved in the first (first) cycle do not match the indicators and targets (80%) according to the plan, it will be discussed with the teacher with alternative solutions, and then the next action is planned.

This classroom action research is planned in two cycles, in which the first cycle is carried out in two (2) meetings and the second cycle is carried out in two (2) meetings, but if the second cycle is not successful, the next cycle will continue. Each cycle consists of planning, implementation, observation, and reflection stages. (Ratnaya, 2013). This is as illustrated in the following chart:
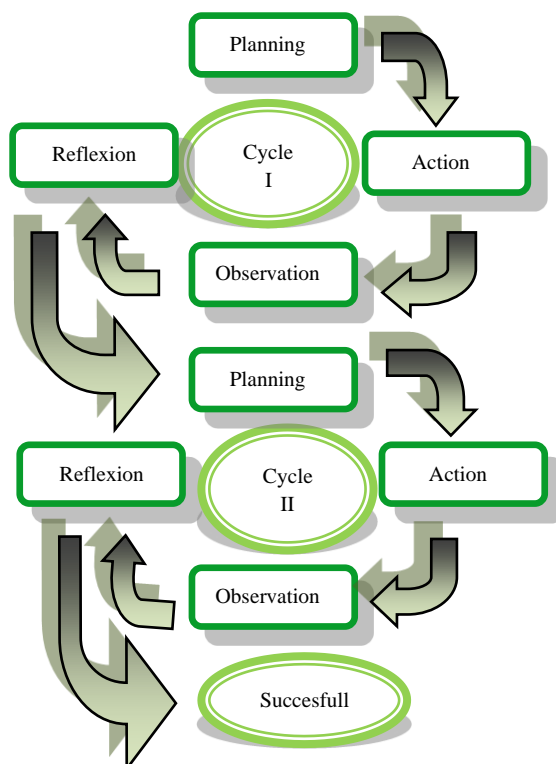
Based on the picture of the research cycle, this classroom action research was conducted in the even semester of the 2012/2013 academic year, which was divided into two cycles, with the following details:

1. Cycle I was held for 2 meetings. Cycle I lasted for 2 meetings. Based on the action research procedure, the activities carried out in the first cycle stage were presenting teaching materials, carrying out learning activities by implementing group investigation type cooperative learning, and carrying out evaluations of the material that had been given for the first cycle.

2. Cycle II was carried out for 2 meetings. The implementation of the actions taken in the second cycle is an improvement and refinement of the performance of the activities in the first cycle. Therefore, the plans and actions in the second cycle are prepared after implementing the steps in the first cycle is completed.

3. Observation (Observation). At this stage, observing and recording students during the teaching and learning process takes place. The recording is done by filling in the observation sheet during the teaching and learning process.

Data collection techniques according to (Pratami et al., 2019) used in this study are:

1. Test. The test is carried out in the form of group work (group investigation type model) to measure students' abilities and understanding of the material being studied so that with group work, student learning outcomes can be known to increase or not.

2. Observation. Observation is a way of collecting data by recording the activities carried out by students and teachers during the teaching and learning process to determine the suitability between planning and implementing actions. Researchers use the observation sheet as a guide when

carrying out observations for accurate data in observations during the learning process.

3. Documentation. This technique is carried out during teaching and learning activities in the form of photos of student activities during group work in the learning process.

The data analysis used is descriptive qualitative, answering and solving problems by understanding and deepening thoroughly and entirely from the object under study to obtain descriptive conclusions according to the conditions and time. The data obtained through observation were analysed qualitatively (Richardo, 2015). While the learning outcomes obtained by students were analysed quantitatively and then described systematically so that a conclusion can be obtained.As for the relationship with relevant research (Nur Akly, 2015) that the research instruments used were observation sheets, Student Worksheets (LKS) and Group Attendance Lists.

DISCUSSION

This chapter discusses the results of research that has increased learning outcomes, student learning activities, and teacher teaching activities after the Civics learning process using a group investigation type learning model (Group Investigation) in class X.3 students of State Senior High School Makassar. The subjects of this study were 39 students of class X.3.

Based on the initial observations, several weaknesses were found in the learning process. This weakness can be seen as a problem in learning. These problems, apart from the teacher, also come from the students. Based on observations, the problems experienced by teachers are in terms of poor teaching preparation, such as lack of understanding of student conditions, the application of unattractive learning models, and while learning, the teacher is monotonous so that interactive learning is not created. (Bate'e Award, 2015).

The problem faced by students in class X.3 learning Civics is the lack of students' ability to work on group assignments. To overcome these problems, researchers practiced with partner teachers to find solutions to overcome learning difficulties experienced by students. The key is to apply a model that can improve student learning outcomes using the group investigation type learning model (Group Investigation) during Civic Education learning in the classroom. (Richardo, 2015).

After obtaining data from pre-observation results and information from partner teachers that class X.3 is a class that has problems in terms of lack of ability to do group assignments, it is then determined that Classroom Action Research (CAR) or Classroom Action Research will be assigned to class X.3.

This stage is the main research activity, namely the implementation of a previously planned lesson plan. The learning that can be applied uses a group investigation type learning model (Group Investigation) on the material Analysing the basic relationship of the state with the constitution.

Researchers carried out observation activities in the implementation of group investigation type learning (Group Investigation). In implementing the group investigation type learning model (Group Investigation), the researcher observes student activities during the learning process and monitors the teacher's activities in the group type learning model (Group Investigation). (Ayuwanti, 2016)

These activities are carried out using observation guidelines or observation sheets researchers have made. This observation is significant to see whether or not there is an increase in student learning outcomes in doing group assignments in Citizenship Education learning through a group investigation type learning model (Group Investigation).

The reflection stage is carried out on the results of observations or observations that have been made on the course of the Citizenship Education Learning process (PKn) with a group investigation type learning model (Group Investigation). In this reflection stage, the observations are collected and then analyzed (Lestari & Cahyono, 2019).

The results of the analysis and reflection of action I are expected to improve action II. Action II was carried out on Tuesday. During the same lesson hours, 09.00 - 10.30 WITA. Thirty-nine students take part in the learning process.

The second learning action (last cycle) was carried out in two meetings. In action II, the teacher starts the learning process by saying greetings, checking the readiness of students and the cleanliness of the class and learning tools, asking for news, checking student attendance by mentioning the names of students one by one.

Then proceed with evaluating the learning process in the previous week and informing the material to be discussed, namely "Analyzing the substance of the state constitution." (Rosmaya, n.d.).

At this stage, observations or observations on the implementation of learning are carried out by applying a group investigation type learning model (Group Investigation) that uses observation guidelines or observation sheets that researchers have made. Learning with the group investigation method begins with group division. Furthermore, the teacher and students choose certain topics with problems that can be developed from those topics. After the topic and its problems are agreed upon, students and teachers determine the research method developed to solve the problem. This observation is very important to see if any

changes occur in the second learning cycle with the group investigation type learning model (Group Investigation).

Similar to the implementation in the first cycle, in the second cycle, reflection was also carried out on the results of observations or observations that had been made on the course of learning by applying group investigation type learning (Group Investigation). In this reflection, the results of observations are collected, and student evaluations are also analysed.

The observations and initial ability data show that the number of students whose scores reach the KKM is 36 people. This indicates that the Civics ability of students in class X.3 is still low. Based on this, a group investigation type learning model (Group Investigation) was applied as a solution to the problems faced by students in class X.3. Cycle I was carried out for 2 meetings. At the end of the first cycle, a test of learning outcomes was held to present several basic sub-topics of the State and the completed constitution. The descriptive analysis of the Civics learning outcomes of students after the action was taken in the first cycle was the highest score of 80 and the lowest score of 13, which means that the Civics learning outcomes that students can achieve are spread from the lowest score of 13 to 80.

Cycle II was carried out for 2 meetings. During the second cycle, a group investigation type learning model was applied

(Group Investigation), but several changes were made based on the reflection results in the first cycle. A learning outcome test was held at the end of the second cycle. Descriptive analysis of student Civics learning outcomes after the action in the second cycle was the highest score of 94 and the lowest score of 65. Overall, from the results of the analysis of the final results of the first cycle and second cycle, it was obtained that:

1. The number of students in the first cycle who obtained a complete score of 24 people indicates that the learning outcomes in the first cycle have decreased compared to the number of students in the initial ability data.

2. The number of students in the second cycle who obtained a complete score of 39 people indicates that the learning outcomes in the second cycle have increased compared to the number of students in the initial ability data.

No.	Students' Name	Score of cycle 1	Scoreof cycle 2
1.	MI	73	85
2.	FL	74	89
3.	ANP	60	80
4.	NH	73	75
5.	RA	13	65
6.	DAS	62	89
7.	HI	74	89
8.	NA	65	66
9.	SW	73	75
10.	SM	80	94
11.	ML	72	89
12.	MD	73	86
13.	FM	60	89
14.	RI	68	84
15.	NA	73	87
16.	SH	68	77

17.	PI	73	75
18.	SRS	65	70
19.	KS	70	75
20.	AYS	71	89
21.	EPS	60	65
22.	MTR	78	92
23.	AAL	78	88
24.	MM	63	82
25.	SNS	60	86
26.	MTR	55	74
27.	RA	74	85
28.	AJ	65	74
29.	MA	72	75
30.	AA	73	75
31.	FS	14	85
32.	ISL	65	72
33.	AR	66	89
34.	ABAF	74	86
35.	LRTA	65	89
36.	FKR	67	82
37.	SI	65	88
38.	TA	66	72
39.	WR	73	86

Besides the increase in Civics learning outcomes during the research from cycle I to cycle II in the table above, several changes occurred in students.

As for the relationship with relevant research (Azmi Purnamasari, Ulul, 2018) regarding these changes obtained from the observation sheet at each meeting recorded by the observer during the study. The changes referred to are as follows:

1. The interaction of students with teachers in each cycle increases. It can be seen from the increase in the number of students who pay attention to the teacher's explanation. This increase is due to the fact that students are more challenged to understand the primary material of the State and the constitution and the substance of the State constitution being taught. By understanding the material, they can more efficiently solve the problems given to give the best results for the group.

2. The number of students who are active during group work increases. Although the increase was not too significant, this increase showed that student activity was better.

3. The number of students who expressed their opinions based on group work results increased. This increase occurs because, during the learning process, students are always conditioned to an atmosphere where students can show their courage.

4. The number of students responsible for doing group assignments increases. This shows that students' confidence and self-confidence have begun to increase.

5. The ability of students to work together increases, as seen from the number of active students during group work.

CONCLUSION

Based on the results of the research and discussion above, it is concluded that:

1. The application of the cooperative learning model with the type of group investigation (Group Investigation) on the essential competencies of the basic relationship between the state and the constitution and the substance of the state constitution can improve learning outcomes (cognitive) for

class X.3 students of State senior high school and have achieved a score of 94 and declared complete.

2. Civics learning by using a cooperative learning model of group investigation type (Group Investigation) can improve student learning outcomes. This can be seen from student learning activities which increased in the first cycle with the qualifications changing enough to be good in the second cycle. In addition, the teaching activities of teachers have also increased. In the first cycle, the qualifications changed enough to be good in the second cycle.

3. The use of cooperative learning model of group investigation type (Group Investigation) in Civics learning can improve student learning outcomes (Cognitive) in Class X.3 State senior high school Makassar which can be seen from student Civics learning outcomes, namely from the moderate category in the first cycle it increased to a category high in cycle II.

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Youth Apathy in Political Contest: A Case Study in the 2020 Gowa Regency Head Election

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Abstract. This study examines the political apathy that plagues youth in Gowa Regency. Political apathy is an indifference and lack of interest in politics. This research was conducted to explore the causes of apathy and alternative solutions to these problems. The apathy that afflicts young people is a serious problem that must be solved. This is because they have intellectual capital that can create social change for the better. This change can occur if youth actively participate in each stage of the contestation. The research used is qualitative research with a case study approach. Informants were selected by purposive sampling, consisting of elements of youth organizations, apathetic youth groups and the government. Collecting data through document studies, observation, in depth interviews, focus group discussions and documentation. Analysis uses the Miles and Huberman model, namely data reduction, data presentation and conclusion drawing. The results show that the causes of youth apathy towards politics include the lack of knowledge of the position of youth in development, a bad political image, the influence of the family/friendship environment and the contestants are only followed by one pair of candidates. Then alternative solutions that can be done to minimize apathy are to increase education or community-based political socialization and strengthen youth organizations as a forum for youth to develop themselves.

Keywords: Apatism, Youth, Contestation, Participation

Abstrak. Penelitian ini mengkaji tentang apatisme politik yang melanda pemuda di Kabupaten Gowa. Apatisme politik merupakan sifat acuh tak acuh serta tidak memiliki ketertarikan terhadap politik. Penelitian ini dilakukan untuk menggali penyebab apatisme dan solusi alternatif atas permasalahan tersebut. Apatisme yang menimpa kaum muda merupakan persoalan serius yang harus ditemukan solusinya. Pasalnya, mereka memiliki modal intelektual yang dapat menciptakan perubahan sosial ke arah yang lebih baik. Perubahan ini dapat terjadi jika pemuda berpartisipasi aktif dalam setiap tahapan kontestasi. Penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Informan dipilih secara *purposive sampling*, terdiri dari unsur organisasi kepemudaan, kelompok pemuda apatis dan pihak pemerintah. Pengumpulan data melalui studi dokumen, observasi, *in depth interview*, *focus group discussion* dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yakni reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penyebab apatisme pemuda terhadap politik diantaranya masih lemahnya pengetahuan atas posisi pemuda dalam pembangunan, citra politik yang buruk, pengaruh lingkungan keluarga/pertemanan dan kontestan hanya diikuti oleh satu pasang calon. Kemudian solusi alternatif yang dapat dilakukan untuk meminimalisir apatisme yakni, memassifkan pendidikan atau sosialisasi politik berbasis komunitas dan penguatan organisasi kepemudaan sebagai wadah bagi pemuda untuk mengembangkan dirinya.

Kata kunci: *Apatis, Pemuda, Kontestasi, Partisipasi*

INTRODUCTION

A youthful soul is a spirited soul, a soul that has moodbooster ammunition (Acuña-Duarte, 2017). The hallmark of a young man is his fiery spirit. A young man physically has more strength than his age (Henn, Weinstein, & Wring, 2002). Therefore, youth are included in the productive age. The age of youth is limited to the age range of 16-30 years as stated in Article 1 of Law Number 40 of 2009 concerning Youth. Along with youth services, it is directed to increase the participation and active role of youth in building themselves, society, nation and state (Nur Wardhani, 2018). Youth participation in social, cultural, legal, economic and political fields. However, not a few youths are out of the normative signs of Law No. 40 of 2009 on Youth (Al Faza, Lestari, & Abstrak, 2020). Youth is indicated to be indifferent, indifferent, not caring to the point of understanding apathy (Oyedemi & Mahlatji, 2016).

Apathy is the indifference of an individual in which youth do not have special attention or interest in certain aspects which according to include aspects of physical, emotional, and social life (Zulfikar & Nasrul, 2019). Not paying attention to the above aspects intersect with other areas of social life such as social, cultural and political fields (Lestari & Arumsari, 2018). Apathy in politics is meant as a lack of sympathy and empathy for matters of power, elections. This apathy affects 2 (two) dimensions, namely attitudes and behavior. Apathy can be in the form of disinterest in politics, distrust of political institutions and unwillingness to participate (Sarfaraz & Khalid, 2014). Without the desire to participate, youth will miss a great opportunity to improve their skills in participating in politics (Nurgiansah, 2021) (Bastedo, Dougherty, LeDuc, Rudny, & Sommers, 2012).

Youth who do not participate in politics will have difficulty in acquiring the skills to participate in politics as adults do today (Henn et al., 2002). In addition, youth also find it difficult to adapt their lifestyle and work to political education in the old way and also youth feel that politics is not sustainable with their daily lives. They are more interested in informal forms of politics such as politics with social issues (Al Faza et al., 2020).

There are several reasons why youth are not interested in politics, among others, as stated by Etnel that today's youth are apathetic youth. Their knowledge of politics is very little compared to the youth of the previous generation (Zulfikar & Nasrul, 2019). Similarly, Marsh and Jones stated that youth are less involved in the political system because youth are still young, while perspectives and concerns in politics are not represented so they feel that youth cannot influence politics, including in making regulations and decision making (Parawansa, 2020).

Talking about youth and politics is not something new to be discussed. History records the various roles of youth in Indonesian national politics. Then it was emphasized that in the long history of the country, the role of youth in Indonesian politics has experienced a dialectic with the various sociocultural contexts it faces (Hikmah, 2019), long before Indonesia's independence, youth had shown high political participation as a manifestation of the desire to free themselves from the shackles of colonialism and western imperialism (Andrew Chauke, 2020).

The simultaneous regional head elections in 2020 are a test of Indonesian politics. This simultaneous local election event involved 270 regions. The details are 9 provinces, 224 regencies, and 37 cities. There are 12 (twelve) regencies/cities in South Sulawesi Province which will re-elect regional heads for the next 5 (five) years. Quoted from the South Sulawesi KPU data, the 12 regencies or cities in South Sulawesi holding the 2020 Pilkada are Makassar, Barru, Bulukumba, East Luwu, North Luwu, Maros, Pangkajene and Islands, Selayar Islands, Tana Toraja, North Toraja, Soppeng and Gowa. Based on the results of the open plenary recapitulation and determination of the permanent voter lists (DPT) for the simultaneous regional elections in 12 regencies/cities totaling 3,390,233 voters. Consisting of 1,653,200 male voters and 1,737,033 female voters. The highest DPT

was in Makassar City with 901,087 voters, followed by Gowa Regency with 529,985 voters (Gowa KPU Data).

The simultaneous regional elections in 2020 are a historic political contestation. The contestation that was held this year was the first to be held in the midst of the Covid-19 pandemic, so on the other hand there were many challenges in organizing the election contestation. Especially in the implementation of strict health protocols. The closest impact is that the potential for the Pilkada cluster for Covid-19 patients has great potential (Nurgiansah, 2021). This simultaneous local election is also an evaluation for the organizers in increasing the level of citizen participation. In particular, participation in distributing voting rights at polling stations (TPS). Distribution of voting rights is a quantitatively measurable level of participation (Marsuki, 2015).

One of the areas that will hold simultaneous regional elections in South Sulawesi is Gowa Regency. An area that has a long history in the political arena of South Sulawesi. The political dynamics in Gowa Regency, which are quite dynamic and full of surprises, are the main attraction. Geographically, this area is in the spotlight because it is directly adjacent to and is a buffer from Makassar City. Then the political events in this area are very interesting. Especially in the Simultaneous Pilkada in 2020, Gowa Regency was only followed by one pair of

candidates. The incumbent pair Adnan Purrichta Ichsan and Abd. Rauf Malaganni will face an empty box.

The level of public participation in exercising their right to vote in the 2015 Gowa Pilkada is decreasing (Marsuki, 2015). The results of the data recapitulation conducted by the Regional General Election Commission (KPUD) of Gowa recorded only 67% of the total 558,910 Permanent Voters List (DPT) in the 2015 simultaneous elections. From the previous target mutually agreed upon by the organizers, it was 80%. Meanwhile, in the 2019 Simultaneous elections, Gowa Regency again did not reach the target voter turnout, which was 77.5%. The participation rate achieved was at 76.41% of the total 556,814 voters. The total number of voters in Gowa Regency who exercised their voting rights was 425,442 voters.

Based on the participation rate of the 2015 and 2019 regional elections in Gowa district, it shows that things are not going well. Community involvement in the contest shows a downward trend. Likewise for some youths, when facing a party there are those who decide not to take a stand (Dahl et al., 2018). This means that youth are reluctant to participate and tend towards apathy in the ongoing political process (Amalia & Gemilar, 2020). Even though one vote can determine the fate of the region in the future. The purpose of this study is to examine the political apathy that plagues youth in Gowa Regency. Then to

reveal the causes of apathy and alternative solutions to these problems.

RESEARCH METHODS

This research uses a qualitative method with a case study approach. Qualitative methodology is a procedure that produces descriptive data in the form of written or oral data in the community (Moleong, 2002). Determination of informants in the study using purposive sampling technique. This technique includes people who are selected on the basis of certain criteria made by researchers based on research objectives. The informants taken consisted of elements of youth organizations, apathetic youth groups and the government. Collecting data through document studies, observation, in-depth interviews, focus group discussions and documentation. Interviews were conducted in several places such as coffee shops, cafes and the secretariat of youth organizations. The data analysis carried out refers to the model proposed by Miles and Huberman. The stages of data analysis start from data reduction, data presentation, and drawing conclusions.

DISCUSSION

One of the successes in holding a democratic party is measured by the level of political participation. Youth as a symbol of an area's civilization is expected to be the source and driver of this participation. However, in Gowa Regency there are still some youths who

show an indifferent attitude and do not care about the stages of regional head elections. The causes of youth apathy towards politics in the youth body according to the results of this study are as follows :

Weak Knowledge of the Position of Youth in Development

Youth is an individual who when viewed physically is experiencing development and psychologically is experiencing emotional development, so that youth are human resources for development both now and in the future. As a candidate for the next generation who will replace the previous generation (Nawawi et al., 2020). Youth is the successor to the struggle of the previous generation to realize the ideals of the nation. Youth is the hope of every progress in a nation, Youth is expected to be able to change people's views of a nation and become the foundation of previous generations to develop a nation with ideas or ideas that are knowledgeable, broad insight, and based on values. and norms prevailing in society (Marsuki, Ismail, & Mukramin, 2019).

Surbakti mentions two important variables that influence a person's level of political participation (Amalia & Gemilar, 2020). First, the aspect of political awareness of the government (political system). Political awareness is awareness of the rights and obligations of citizens. For example, political rights, economic rights, legal protection rights,

economic obligations and social obligations. Second, it concerns how to evaluate and know about government policies and government implementation. Youth's knowledge of politics greatly influences their attitude towards politics itself. If the knowledge is limited to weak then the potential for apathy is so great.

The knowledge obtained by adolescents and young people is initially limited to the results of observations of natural phenomena, society, and culture and then increases with the knowledge gained from the results of their thoughts. The same applies to knowledge about politics and regional development. General knowledge about elections and the role of youth is still limited (Andrew Chauke, 2020). The election of regional heads is simply known as choosing the regent/deputy regent. Involvement is only for those who work in that field. Youth is not included in this section.

In Gowa Regency, it was found that young people became apathetic towards politics because there was still a lack of knowledge about politics itself. Politics is only known as a means of electing regional heads, DPRD members, presidents and village heads. Apart from the others, young people still lack other information. Knowledge of something is the main trigger of interest in something (Aviani, 2020). Similar to politics, more broadly, politics is not just a matter of electoral votes. But also from another dimension, politics is a tool for making improvements and evaluating development.

Bad Political Image

Political image is a self-image that a politician or certain group wants to show (Nur Wardhani, 2018). Recently, the political image is often discussed. Talks about political image are getting hotter in line with the incessant political campaigns carried out by the candidate pairs for regent and deputy regent. Despite being a single candidate, the team's movement was massive. Almost all mass communication spaces are filled with campaign props containing taglines and selling work programs.

The researcher finds that the political image of Gowa that has been so developed is described with negative/bad perceptions. For some youth groups who do not take part, they think that the image or face of today's politics is bad. This is obtained through experience and observations from various democratic parties that have passed. Then influenced by the political actors involved. Both the contestants themselves, political party administrators to the success teams/campaigns of the candidate pairs.

In theory Albacete says that youth's distrust of the government is also higher than that of adults (Bastedo et al., 2012). Youth are also less interested in politics and general issues. Youth knowledge about political institutions and democratic processes is also lacking because they are less interested in seeking political information and less willing to participate. In addition, the bad image of the political world continues to be internalized from time to time. In fact, youth are identified as the main figures in the performance and sustainability of the democratic system.

Influence of Family / Friendship Environment

Family or more especially parents have a very important role in shaping individual political character from an early age, so that when individuals start growing up, individuals already have a mature and careful mindset to be able to make decisions and participate directly in the political realm (Ardiatma & Septina, 2019). This is reinforced by the statement from Almond, the socialization process that occurs in the family is always unidirectional where the experience of the family has an important influence on the political secondary structure (Nurgiansah, 2021). Likewise, the political attitude of Gowa youth depends on the power structure within their respective families.

As a determining factor, family or parents must be role models for individuals. Starting from the way of speaking, how to deal with problems, to the youth's interest in politics. The role of the family or parents in political education is to provide understanding to individuals about their rights and obligations, as well as responsibilities in the life of the nation and state. Until individuals grow up, individuals must have their own awareness of their rights and obligations as

citizens. Such as their obligation to participate in general elections and the right of youth to channel their vote.

Budiarjo says that political events or events in general as well as those that befall individuals or groups of people, whether involving the political system or political instability, political promises from candidates for leaders or candidates for people's representatives that are never kept can affect the political behavior of the people (Amalia & Gemilar, 2020). Information on this political event was passed on by the family circle. For his family, in the past there were bad political incidents, it will be passed on to their children and families. If political events are positive, it will have an impact on participation. On the other hand, if the information provided tends to be a bad experience, distrust and uninvolvement in political contestation will build.

Similar to what has been expressed by Surbakti that the political attitudes of young people as well as their political choices, are influenced by the social environment and the political environment where long socialization takes place, there are various transfers of values in this group and social environment (Sarfaraz & Khalid, 2014). The social environment of young voters also provides various information related to the building of their cognition. This will later affect the political attitudes of young people and their political choices. The political choice of a candidate is greatly influenced by information on his social environment.

Contestants Are Only Followed By One Pair Of Candidates

This year's Pilkada Kab. Gowa feels different. Besides being carried out in an atmosphere of Covid-19, it is also only followed by one pair of candidates. Based on the results of the determination by the Gowa KPUD, until the deadline for registration only one pair of candidates. The pair are incumbent Adnan Purrichta Ichsan and Abd Rauf Malaganni. The support of the majority of political parties in Gowa joined in it. This year's Pilkada residents of Gowa Regency were presented with something unusual. This incumbent pair will only be paired with an empty box. Of course victory is in hand. But it affects the psychology of voters. This single candidate phenomenon makes people's choices narrow to 2 (two) choices. For those who want the incumbent to return to power, they will re-elect Adnan Purrichta Ichsan and Abd. Rauf Malaganni. But on the other hand, they can choose an empty box and not channel their voting rights.

Among the youth of Gowa this single candidate phenomenon is influential. The involvement of youth in politics is reduced. Apathy is unavoidable. The youth considers that the Pilkada this time is different. This election is not interesting. Only one pair of candidates so not challenging. The end result

is clear. Then the figures involved are not other people. The figures for the current election candidate pair are part of the Yasin Limpo clan that has been in power in Gowa Regency since 25 years ago. The track record is known. Both in terms of success and other oblique news.

Then alternative solutions that can be done to minimize apathy are to increase education or community-based political socialization and strengthen youth organizations as a forum for youth to develop themselves (Acuña-Duarte, 2017). As a note for researchers, at the moment of election information on politics is very easy to find. Banners, meetings, political discussions are very lively. However, after the election, this is no longer the case. Political outreach and education were only intense at a time. The rest is not as massive as during the Pilkada season.

Apathy can certainly have a negative impact on several things, especially regarding political and economic issues. The impact is socially irresponsible / apathetic. This is as stated by Solmitz, passive, submissive and even numb, especially to matters relating to social, economic, environmental, and political issues (Oyedemi & Mahlatji, 2016). Symptoms of this apathy can be seen from the lack of awareness, concern and even social irresponsibility that can affect voting (Amalia & Gemilar, 2020). If it is related to the results of the research, it is in accordance with some of the youth of Gowa Regency indicated that they have a lack of awareness of their responsibilities as citizens who experience indifference to issues that continue to develop, especially regarding social, political, and economic issues.

CONCLUSION

The results of the research and discussion that have been compiled by researchers, it can be concluded that political apathy is the indifference of an individual who does not have special attention or interest in politics. Youth in Gowa Regency, who are the continuation of the development relay, are not immune from apathy. Youth apathy towards politics in Gowa Regency is motivated by several factors, including weak knowledge of the position of youth in development, bad political image, influence of family/friendship environment and contestants are only followed by one pair of candidates. Then alternative solutions that can be done to minimize apathy are to increase education or community-based political socialization and strengthen youth organizations as a forum for youth to develop themselves. This political education and socialization is not only carried out during the regional head election stage. However, it must be done after the democratic party ends.

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Application of the Principles of Coordination between Polri Investigators and Prosecutors in Processing Criminal Cases in the Legal Territory of the Pontianak Police, West Kalimantan City

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Abstract. The purpose of this article is to find out the actual duties and authorities of the implementation of the principle of coordination between the police investigators and prosecutors in the process of handling criminal cases in law enforcement agencies as regulated in the Criminal Procedure Code because in practice in the field it is often found that in handling crime problems there are no following reality and in the end investigators and public prosecutors gave rise to a negative stigma in the judge's decision. The type of research methodology in this article is normative juridical. Normative legal research focuses on doctrine by analyzing legal rules found in statutory regulations or various judges' decisions. The data presented are descriptive and analytical symptoms that occur in the field, namely between investigators, public prosecutors, and judges with the rule of law or actions with norms according to legal principles. Therefore, the obstacles that limit the implementation of the principle of coordination between Polri investigators and the public prosecutor include The lack of communication and coordination between the Polri and the public prosecutor because those who prioritize the interests of their institutions without paying attention to the interests of other parties, and lack of trust in Polri and other law enforcers, as is the stigma that grows in the community today, makes it difficult for the Police to carry out their duties in the field; neglect of resource aspects in law enforcement; not yet the same vision and opinion of law enforcers; and have not understood the doctrine, professional ethics of the Police by investigators causing the morale of the investigators to below, in addition to problems with welfare, equipment, and limited investigative funds
.

Keywords: National Police Investigator, Public Prosecutor, Asas coordination

Abstrak. Tujuan artikel ini penulis ingin mengetahui tugas dan wewenang yang sebenarnya terhadap penerapan asas koordinasi penyidik polri dengan jaksa dalam proses menangani kriminalisasi perkara pidana diwilayah penegak hukum sebagaimana yang telah diatur dalam Undang-Undang KUHAP, karena prakteknya di lapangan seringkali ditemukan bahwa dalam penanganan permasalahan tindak pidana tidak sesuai dengan kenyataan dan pada akhirnya penyidik dan jaksa penuntut umum memunculkan stigma negatif dalam putusan hakim. Jenis metodologi penelitian artikel ini bersifat yuridis normatif yaitu; penelitian hukum normatif berfokus pada doktrin melalui analisis kaidah hukum yang ditemukan dalam peraturan perundang-undangan atau dalam berbagai putusan hakim. Data yang disajikan bersifat deskriptif dan analitis yaitu gejala yang terjadi di lapangan yaitu antara penyidik, jaksa penuntut umum dan hakim dengan aturan hukum atau tindakan dengan norma-norma sesuai prinsip hukum. Oleh karena itu, kendala-kendala yang membatasi pelaksanaan asas koordinasi antara penyidik Polri dengan Jaksa Penuntut umum antara lain: Minimnya komunikasi dan koordinasi antara Polri serta jaksa penuntut umum, karena yang lebih mengedepankan kepentingan lembaganya sendiri tanpa mencermati kepentingan pihak lain, serta kekurang percayaan kepada Polri serta penegak hukum yang lain, sebagaimana stigma yang tumbuh di warga dikala ini menyebabkan Polri kesulitan dalam melaksanakan tugas di lapangan; pengabaian aspek sumberdaya dalam penegakan hukum; belum samanya visi serta anggapan para penegak hukum, etika profesi Kepolisian oleh penyidik menyebabkan moral aparat penyidik rendah, disamping itu permasalahan kesejahteraan, perlengkapan, dana penyidikan yang terbatas.

Kata Kunci: Penyidik Polri, Jaksa Penuntut Umum, Asas koordinasi.

INTRODUCTION

The concept of the Criminal Justice System in Indonesia as regulated in the Law of the Republic of Indonesia Number 8 of 1981 concerning the Criminal Procedure Code, when viewed from the power or authority, is built by 4 (four) Subsystems, namely consisting of investigations under the authority of the Police and PPNS, prosecution under the authority of the Prosecutor Public Prosecutor, and examination before a court session which is the authority of the Judge, and guidance which is the authority of the Correctional Institution. These subsystems in the criminal justice system are expected to work together in synergy to form an integrated criminal justice system, namely the existence of a common opinion or perception of the objectives of the criminal justice system so that every institution involved in the criminal justice process does not only see the interests of each. -each institution, but in the interest of the entire Criminal Justice System (Murtiono & Ik, t.t.).

The birth of KUHAP was very well received by the legal world and recognized as a milestone of legal change, especially in the Indonesian KUHAP. KUHAP serves as a guideline for Police, prosecutors, and judges (including legal counsel) to conduct investigations and arrests. Detention and investigation of the legal process. The Criminal Code has been strictly regulated, the duties and authorities of the Police as investigators and investigators and prosecutors

as public prosecutors. Override the duties and authority of the Police as investigators and investigators are regulated in Article 4 to Article 12 of the Criminal Code. The duties and authority of the prosecutor as a public prosecutor are regulated in Article 13 to Article 15 of the Criminal Code. The duties and authorities of the Police for Law No. 2 of 2002 on the State Police of the Republic of Indonesia are listed in Article 13 to Article 19. Conversely, the duties and authorities of the prosecutor as a public prosecutor are contained in Law Number. 16 of 2004 on the Prosecutor's Office of the Republic of Indonesia as in Articles 8, 9, and 30 (Kusuma Winahayu, t.t.).

The principle of coordination between the Police and the Prosecutor's Office is regulated in the Criminal Procedure Code. The need for coordination between investigators and prosecutors begins with the notification of the start of an investigation (SPDP) being sent by the investigator to the public prosecutor as regulated in Article 109 paragraph (1) of Law No. 8 of 1981) (Justicia et al., 2016). The investigators and public prosecutors are not meant to clarify authority and work efficiency duties. Still, they are directed at fostering law enforcement officers burdened with responsibilities to cooperate (Yustisia, Pratiwi, et al., 2015). Positive coordination between police investigators and prosecutors must be well established to smooth the judicial process of each criminal case. Suppose positive coordination and cooperation are not well

established. In that case, it will have a negative impact on the judicial process, especially the occurrence of arrears in cases at the High Prosecutor's Office and the District Attorney's Office. This can have a negative impact on law enforcement and justice because many cases cannot be processed in accordance with applicable legal provisions. This is where the law is expected to play a role in overcoming these problems

Although juridically-normatively, both in the Herzeine Inlands Reglement (HIR) and in the Criminal Procedure Code, the duties and authorities have been regulated as well as the respective institutions that must carry them out, disputes and disharmony of responsibilities and authorities between institutions in our criminal justice system still often arise. The dispute is sometimes even so sharp that it creates cynicism in society. The struggle for authority to investigate specific crimes (such as corruption) between the Police and the Prosecutors often makes negative opinions in the community. Coordination and cooperation between Police Investigators and Public Prosecutors must be well established to smooth the judicial process of each criminal case. On the other hand, if the coordination and cooperation are good, it will impact the judicial process, especially the occurrence of arrears in payment of cases in services, because many cases cannot be processed according to the applicable legal provisions.

In applying the principle of coordination between Polri Investigators and Prosecutors in Processing Criminal Cases, law enforcement in crime investigation activities is not integrated so that security and law enforcement will not be optimal. There are three forms of working procedures, technical guidance and operational assistance in investigations. Certain civil servant investigators in carrying out their duties are under the coordination and supervision of investigators (Manik, 2018). Arwinsyah believes that the relationship between investigators and the Prosecutor's Office has been regulated in Law Number 8 of 1981 when conducting criminal investigations and notified to the Prosecutor's Office, starting with the Police (POLRI Investigators) who are authorized to carry out investigations. The Prosecutor's Office conducts the prosecution stage, in which the Kasi Pidum/Pidsus manage the SPDP to appoint prosecutors who research case files from investigators and determine whether the case files can be transferred to the Court and returned to the Investigators or vice versa in settlement of Criminal Cases If the Prosecutor's Office does Not accept the Results of the POLRI Investigations. carried out by Pre-prosecution and Additional Examination by completing the case file is carried out by taking into account the completeness of the material and formal requirements of the case file, sufficient initial evidence with the principle of mutual

coordination, the principle of fast justice, low and simple costs and functional differentiation (Napitu, 2016). Agus Syahputra thinks that showing functional coordination between Polri investigators and the Prosecutor's Office at the pre-crisis stage is continuous. Delays in completing case files by investigators often occur because of the difficulty of collecting evidence. The ideal form of functional coordination between Polri investigators and the Prosecutor's Office at the pre-crisis stage is functional coordination and consolidation (Saputra, 2019).

To overcome the problems in law enforcement agencies between police investigators and public prosecutors regarding the lack of coordination, especially law enforcers at the Pontiak Police Station, West Kalimantan. Based on data collected from the Pontianak City Police, that the Notification of the Commencement of Investigations sent from the Pontianak City Police every year increases in criminal cases so that the case process has not been carried out properly because between the investigators and the public prosecutor and the prosecutor lack of coordination and good communication in handle criminal cases. These problems must be avoided because as law enforcers, especially investigators, public prosecutors, prosecutors, provide examples with and procession in handling criminal cases and provide examples and influence in people's lives, because their function is to guide, provide guidelines,

sanctions and tools to engineer the establishment of coordination and positive cooperation between Police Investigators and Prosecutors.

RESEARCH METHODS

The approach used in this research was normative legal research or normative juridsch onderzoek in German called normative juristische recherché. Normative legal research is one of law scholars' most widely conducted studies. From the community (Ali, 2021). Soetandyo Wignjosoebroto stataes that normative legal research is termed doctrinal bridge research, namely research on the law that is conceptualized on the basis of the doctrine adopted; "There are various doctrines that have been adopted and developed in legal studies, ranging from the classical doctrine known as the natural law doctrine (school) of the philosophers and the jurist-legal positivism (school) doctrine to the historical doctrine and the realism-functionalism doctrine of the philosophers. Legal experts who are considered realists. In Indonesia, this doctrinal method is commonly referred to as a normative legal research method (Jonaedi Efendi & Johnny Ibrahim, 2018).

Referring to the description above, it was seen that normative legal research basically has its own characteristics. First, normative legal research focused on doctrine through analysis of legal rules found in laws and regulations or in various judges' decisions.

Second, because it relied on formal law, the source of the data was secondary data consisting of primary, secondary and tertiary legal materials obtained through library research and not familiar with field research. Third, as a consequence, in normative legal research there was no need for sampling because secondary data had its own weight and quality that could no replaced with other data. fourth, normative research used a priori studies, deductive syllogistic reasoning and interpretation methods to explain a legal phenomenon. Five normative legal studies were descriptive and analytical on symptoms in the social field. The six normative juridical studies found and answered the truth of the problem by a coherent problem formulation that was under the rule of law or actions with norms according to legal principles (Made Pasek Diantha, 2016).

DISCUSSION

Criminal Justice System

In simple terms, the Criminal Justice System can be understood as an attempt to understand and answer the question of what the duties of criminal law are in society and not just how criminal law is contained in the law and how judges apply it. The enactment of Law No. 8 of 1981 concerning Criminal Procedure Law has 4 (four) subsystems, namely: the police subsystem, which is administratively under the President, the Attorney General's Office under the Attorney

General's Office, and correctional institutions under the Ministry of Justice. one of the objectives of the criminal justice system is; short-term, if what is to be achieved is the resocialization and rehabilitation of criminals, categorized as a medium-term goal, if what is being targeted is broader, namely control in crime prevention in the context of criminal politics (criminal policy) and long-term goal if what is to be achieved is the welfare of the community. (social welfare) in the context of social politics (social policy) (Muladi, 1995).

In the criminal justice system, there is input-process-output. As for what is meant by input is a report/complaint regarding the occurrence of a criminal act. In contrast, the process is taken by the police, prosecutors, courts, and correctional institutions. In contrast, the outputs are obtained results (Hantoro et al., 2018). Therefore, the four subsystems have an inseparable relationship because they have one goal but have different tasks.

Indonesian National Police (Polri)

Police of the Republic of Indonesia (Polri) as the first agency involved in the mechanism of the Criminal Justice System (Criminal Justice System), in carrying out their duties guided by Law Number 2 of 2002 concerning the Police, which has duties and authorities, among others: Receiving complaints, arresting people, detaining people (Article 14) The Police also participate

physically in defense of the State (Article 13) (Laws and regulations concerning the state police of the Republic of Indonesia, 2008).

Meanwhile, according to Law Number 8 of 1981 concerning the Criminal Procedure Code, the Police have the authority and are declared as investigators (Article 4 of the Criminal Procedure Code), investigators (Article 6), make Minutes of Examination (Article 75), have the discretion to stop investigations (Article 109), determining (citing) what criminal acts were committed by the suspect (Article 121). The Police also have discretion in implementing the given mandate. The Police are also given the main task, namely making decisions on the spot. The decision at that time resulted in something essential, namely how the law was applied (especially the recognition of the suspect's human rights). The Police's discretion which was ratified by Law Number 8 of 1981 by several academics and practitioners, was felt to influence the attitude of the Police themselves greatly. The existence of Discretion of Power does not rule out the possibility of abuse of power (A Buse of Power). This will disrupt the judicial process and the principles of justice (Laws and regulations concerning the Indonesian National Police 2008).

The Public Prosecution Service of the Republic of Indonesia

The Public Prosecution Service of the Republic of Indonesia is a government agency that exercises state power in prosecution and other authorities based on the provisions of the legislation. Human rights violations and others are based on the law (Effendy, 2005). Meanwhile, the main task of the public prosecutor's office is stated in Article 16-30-27 of the Law on the Prosecutor's Office of the Republic of Indonesia of 2004 that he is obliged to exercise state power in the field of law enforcement. Monitoring state functions and development performance in the legal field (Limbong, 2017). The Prosecutor's Office carries out the following functions in carrying out its duties:

1. Develop implementation and expert policies, provide instructions and guidance, and issue approvals.

2. Development of infrastructure and factories, development of management, management, organization and management, and implementation of the management of State property.

3. Certainty of preventive and oppressive law enforcement with justice in the field of crime, utilization of judicial messages in public order and morality, peace, support, consideration, service, and prosecution in civil and state administration. And other duties to secure, enforce government authority and protect national property.

4. Placing the suspect or defendant in the proper place based on a court decision

5. Legal considerations for institutions, central and regional government agencies,

state-owned enterprises, and regional business entities in drafting laws and regulations and increasing public legal awareness.

6. Coordination, technical guidance and guidance within and with the responsible bodies, and proper supervision in implementing the mission, following the provisions of laws and regulations stipulated by the President.

The Attorney General's Office is supervised by the Attorney General's Office, which oversees six Attorney Generals and 31 Chief Prosecutor's Offices in each state in carrying out their duties and authorities. UU no. 2004 16 concerning the Prosecutor's Office of the Republic of Indonesia. The Prosecutor's Office is on the middle axis and acts as a filter between the preliminary examination and the examination process at trial, as well as court decisions and implementation of decisions (Effendy, 2005). Therefore, according to the Criminal Procedure Code, only the prosecutor can decide whether a case can be brought to court based on valid evidence. Then the prosecutor can determine the process of the case. According to Law Number 8 of 1981 concerning the Criminal Procedure Code, the prosecutor's office has the authority (Article 14) to include receipt and examination of files, prosecution, submission of cases to court, and licensing (Article 13).) Too. Extension of detention, enforcement of detention. The most fundamental principle of criminal justice is the

need for prosecution. If it is not clear, it will affect the judge's judgment and not be accepted (Effendy, 2005).

According to Law Number 8 of 1981 concerning the Criminal Procedure Code, prosecutors include, among others, public prosecutors who are authorized to receive and examine files, hear, and submit cases to court (Article 13) as well as permit extension of detention and carry out detentions. The most fundamental principle of the criminal justice process is preparing an indictment. If it is not clear, it affects the judge's judgment and makes it unacceptable (Watulingas & Kumampung, t.t).

Coordination between Police Investigators and Prosecutors

In the criminal justice system, the police and the prosecutor's office are two law enforcement agencies that work very closely. These two institutions need to work together and coordinate well to achieve their goals. Characterized by a sincere spirit of synchrony, harmony, unity, and cooperation, the criminal justice system is a criminal justice system according to the Pancasila state lifestyle (Atmasasmita, 2010). Muladi said the criminal justice system is a court that uses substantive law, standard criminal law, and criminal law. But these institutions must be seen in a social context. The importance of an integrated criminal justice system is the principle of synchronization of similarities, one of which

can be distinguished from structural synchronization, namely harmony in the context of relations between law enforcement agencies (Muladi, 1995).

Under criminal law, law enforcement authorities stop dealing with criminal proceedings. Legality, balance, the principle of presumption of innocence, limitation, compensation and reintegration, consolidation of criminal charges and losses, the principle of union, the principle of functional differentiation, the principle of mutual coordination, the principle of simple, fast and inexpensive procedures, the principle of publicly available procedures (Yustisia, Pratiwi , et al, 2015). These principles give rise to a pattern of investigator-prosecutor relations in the Criminal Procedure Code, where the police investigator is the main investigator and the public prosecutor is the public prosecutor. The Prosecutor's Office carries out an investigative service function that confirms the investigation results sent by the investigator, the BAP, and the Prosecutor's Office investigates the BAP and provides his opinion. For the Ikad system, it may not work due to inconsistencies. This gives rise to different perceptions of each other and can blame each other (Santoso, 2000).

The functional coordination relationship between the investigator and the public prosecutor, namely the investigator is obliged to notify the public prosecutor of the start of the investigation. (Article 109, Paragraph 1)

The public prosecutor must notify the public prosecutor of the termination of the investigation in order to submit the case to the court (Djamin, 2007). Meanwhile, suppose the results of the prosecutor's examination are considered incomplete. In that case, the prosecutor's instructions will be followed by the expiration of the 14-day period, and the prosecutor will submit the file with an examination prepared by the investigator. and will be submitted to the court, and notification of the results of the investigation or the minutes of examination (BAP) will be completed indefinitely. After the deadline or 14 days ends, the investigator's responsibility is transferred to the prosecutor's office, the investigator can apply for an extension of detention to the prosecutor, and the prosecutor applies to the prosecutor. You can extend the detention period of the suspect up to 40 days (Article 24(2), the prosecutor will be deducted from the delegation letter and prosecuted from the Sacred Attorney's Office (Article 143) Adult Guardianship Investigators Generally, you delegate the case file by confronting the suspect, witnesses and evidence in court (Article 207) (Yustisia, Sutinah, et al, 2015) Scope of duties and authorities of each law enforcement agency in the criminal justice system Functional coordination between the criminal justice system includes each of the above functions, including investigators and public prosecutors, court investigators, official investigators, legal advisor investigators, court

prosecutors, and public prosecutors (Rianto, 2006. Yustisia, Pratiwi, et al, 2015).

Police Investigators and Prosecutors in Processing Criminal Cases in the Legal Territory of the Pontianak City Police

There are several cases P-19 and P-21 at the West Kalimantan High Prosecutor's Office and the Pontianak District Attorney's Office, which have increased every year. This certainly raises the question of the functional relationship and positive cooperation between the Police Investigator and the Public Prosecutor. The goals of the criminal justice system can be achieved effectively and efficiently. There is a need for coordination between law enforcement agencies (Khoidin, 2008).

Table 1. Perceptions Between Police and Prosecutors About Pre-Prosecution

No	Police View	Public Prosecutor's View
1.	Sometimes the Prosecutor gives unclear instructions. The Prosecutor gave therapy to change questions X, Y, Z, but after that, they were changed, they even asked to be corrected again to become questions A, B, C, and so on.	The police often do not carry out the instructions from the prosecutor properly, so they have to go back and forth to kill time.
2.	Prosecutors often do not understand that general criminal investigators are more complex than special crimes.	The police do not understand that special criminal investigations are more complex than general crimes and require extensive knowledge.
3.	The police should be the main investigator because it is the police responsible for the investigation results.	Prosecutors must participate in investigations because they occupy a central and most responsible position in court.
4.	Prosecutors often change the contents of articles of an indictment from the police, thereby weakening the police examinations in court, even though the police have worked hard for this.	The police often provide a weak legal basis for an examination to make prosecutors weak in court. The prosecutor must change again because the prosecutor is the most responsible.
5.	No-one supervises criminal files that the prosecutors do not proceed to court, while the police can be pretrial.	No one can supervise the police if the file that the prosecutor asked for repair is not returned to the prosecutor again. There are thousands of them.
6.	If police capabilities are lacking, the police personnel, not the system, needs to be improved.	The incompetence of the police must be supported by a system that provides an accurate and fast process of proceedings.

Submission of notification of the commencement of the investigation.

Notification of the commencement of the investigation to the public prosecutor that the investigator has begun to investigate a certain crime. Article 109 paragraph 1 explains that an event that was initially suspected to be a criminal act turns out to be a criminal act (after going through the investigation process), notification is carried out after the investigation begins (Maukar, 2016). The investigator must carry out

notification of the commencement of the investigation. Article 109 paragraph 1 of the Criminal Procedure Code is formulated explicitly and does not provide any alternative to investigators other than submitting the notification of the commencement of the investigation to the public prosecutor. In other words, the formulation of the article is imperative (Atmasasmita, 2010). Meanwhile, the public prosecutor must have followed the progress of investigating a case from an early age. Because the investigation results will be the basis for prosecution, from the beginning, the Public Prosecutor has coordinated with investigators and provided instructions that direct the conduct of the investigation to efforts to disclose data and facts needed for the prosecution of the case (Pratiwi, 2008).

In practice in the field, there are still many things that often happen that the public prosecutor receives the notification of the start of the investigation at the same time as the submission of the first stage case file. The act of submitting notification of the start of the investigation, simultaneously with the submission of the first stage of the file, violates the provisions of the Criminal Procedure Code. Because the Criminal Procedure Code determines the notification of the start of the investigation, it must be done when the investigator begins to conduct an investigation, not after the investigation has been completed by the investigator (Atmasasmita, 2010). Case files whose

notification is submitted at the same time as the case files, generally, after being investigated, the investigation results are not complete. This causes the case file to be returned to the investigator with instructions for additional examination to be carried out to complete the investigation results (Adrianto, 2010). The two potentials, namely the technical capability of the investigator and the technical juridical ability, must be combined in such a way when investigating a case. Investigators and public prosecutors will automatically bring together the combination of these two abilities and skills in a consultation forum between investigators and public prosecutors. An analysis was carried out from the technical and juridical/legal aspects of evidence in the discussion. At that time, it was already known whether the results of the investigation of the case were complete or incomplete.

Suppose from the meeting between the investigator and the public prosecutor that the investigation results are complete. In that case, the investigator immediately submits the files he deems necessary and essential to the public prosecutor. The purpose of the meeting in the form of consultation/coordination will only be carried out if the investigator has previously been notified about the investigation that has begun. In general, case files where the notification of the start of the investigation is sent along with the submission of the first stage of the dossier turns out to be incomplete.

This situation of repeated back and forth between investigators and public prosecutors needs to be prevented from happening. The KUHAP regulations it does not require that. The KUHAP requires a simple, fast and low-cost settlement of cases (Adrianto, 2010). Therefore, he said that based on the principle of functional differentiation between investigators and public prosecutors, it was also linked to the principle of mutual supervision and correlation between law enforcement ranks adopted by the Criminal Procedure Code. This is further strengthened by the aim of enforcing legal certainty that the Criminal Procedure Code wants to implement in strengthening our conclusion that coordination and communication and sling notifications are mandatory. Because if it is not mandatory in nature, the meaning of legal certainty contained in it will be lost. As a result, it will lead to all investigators' attitudes. In addition, as the Fatwa of the Supreme Court in the Working Meeting of the Supreme Court of the Republic of Indonesia Ministry of Justice and the Head of the High Court on February 15 to 19, 1982, which stated that the notification of investigators to the public prosecutor in the series of provisions of Article 109 paragraph 1 of the Criminal Procedure Code is a series based on the notification. It is a series of imperative judicial duties (Harahap, 2000).

In the Implementation of the Criminal Procedure Code (Attachment to the Decree of the Minister of Justice Number: M.01-PW.07.03 of 1982 dated 4 February 1982) on page 24 point 1, it is stated about the start of the investigation and the obligation to notify the public prosecutor article 109 paragraph 1 of the Criminal Procedure Code. Thus, it means that the Guidelines for the Implementation of the Criminal Procedure Code have determined that notification of the start of an investigation from the investigator to the public prosecutor is an obligation that the investigator must carry out. Meanwhile, investigators have an obligation to submit it to the public prosecutor, according to P.A.F. The Lamintang of an investigator must be seen as having started his investigation, that is, immediately after he has exercised his investigative authority as has been granted by law (Article 7 of the Criminal Procedure Code) (Lamintang, 1981).

Tolib Efendi said that if from the investigation results it was determined to proceed with investigative actions, at that time, the investigator's "obligation" was issued to notify the public prosecutor of the investigation. As for the implementation of the Criminal Procedure Code, it is stated that starting an investigation is if during the investigative activity there have been coercive measures taken by the investigator, such as summoning pro yustisia, arrest, detention, examination, confiscation, and so on (Tolib Effendi & Yustisia, 2018). As a guideline for determining the meaning of the word

"immediately" in relation to the notification, we hope that we can hold it as a legal basis for the Supreme Court which stated: "The word "immediately" in Article 34 of the Criminal Procedure Code must be interpreted within a reasonable time (within a reasonable time). How a good time depends on the situation and conditions in terms of complexity, the attitude of the investigator who immediately handles it without procrastinating (Without undue delay) (Lamintang, 1981).

Coordination of notification of the commencement of the investigation to the Public Prosecutor

In the Criminal Procedure Code, which regulates the procedure for submitting notification of the commencement of an investigation to the Public Prosecutor. Article 109, paragraph 1 of the Criminal Procedure Code only explains that the investigator will notify the public prosecutor if the investigator has started an investigation. Thus, it means that the formation of the law leaves its implementation to law enforcement practice (Sugandha, 1988). While the method of notification of the commencement of the investigation by the investigator to the public prosecutor, it has been mutually agreed between the investigator and the public prosecutor that the notification of the commencement of the investigation shall be made in writing. For areas experiencing transportation difficulties, notifications can be

made through electronic products (telephone, SSB, Telegram and so on) provided that written notifications still have to be adjusted later. The practise of notifying the start of the investigation will be carried out using the Serse A-3 form. The notification material for the commencement of the investigation, which is formulated in the form of Serse A-3 includes:

1. Notification at the start of the investigation of a criminal act that is equipped with the qualifications of a criminal act, the criminal articles suspected of being accompanied by the time and place of the crime being carried out with the basic conditions of the investigation consisting of, police reports, warrants for arrest and/or detention, documents other matters relating to actions that have been taken by investigators, for example, warrants and minutes of searches/confiscations.

2. The notification of the commencement of the investigation is signed by the investigator and confirmed with the position stamp.

3. In general, the notification of the start of the investigation is also attached with a report on the examination of the suspect and the witnesses carried out by the investigator (Ririsnawati, 2014).

Thus, the public prosecutor from an early age has obtained an overview of the case he will receive. Besides that, from an early age, the public prosecutor has directed the

investigation to lay the foundations for the prosecution, which will be carried out later after the investigator receives the case file. Communication, consultation and coordination at this stage are still informal because education has not yet started, and the public prosecutor has not received notification of the investigation. So in a formal juridical manner, there has not been a cooperative relationship between investigators and public prosecutors. Such a relationship can also occur if the investigator faces doubts about starting the investigation of a criminal act. For example, the investigator has collected sufficient data and facts. Still, to decide whether the criminal event being investigated is a crime, an investigation can be carried out in the face of doubts (Rau, 2017).

In this connection, the Attorney General of the Republic of Indonesia in his Circular Letter Number: SE-013/JA/8/1982 dated August 20, 1982, concerning Factors that must be considered at the pro-prosecution stage, has reminded the public prosecutor that the perfection of the results of the investigation is a determining factor in the success of the prosecution. Public prosecutor, the relationship and cooperation between the investigator and the public prosecutor, either before or after notification to the public prosecutor regarding an investigation as stated in Article 109 paragraph 1 of the Criminal Procedure Code, must be continuously fostered to achieve perfection and

completeness of the results of the investigation. according to the direction of the public prosecutor (Nugraha, 2020).

CONCLUSION

Based on the analysis of the problem, it can be concluded that the application of the principle of coordination between Polri investigators and public prosecutors in criminal cases in the jurisdiction of the Pontianak City Police during coordination between law enforcement officers, where the Police Investigators do not submit suspects and evidence to the Public Prosecutor. Arrears on cases P19 and P21 at the West Kalimantan High Prosecutor's Office and the Pontianak District Prosecutor's Office have increased every year. This shows that functional relationships and positive cooperation between the Police Investigators and Public Prosecutors are still hampered. In addition, there is a lack of coordination between the Police and the public prosecutor in resolving cases so that the investigation of criminal acts is related to the coordination and cooperation between the Police and the public prosecutor.

For the prosecution to be successful, a successful investigation is required. On the other hand, failure in the investigation will result in the failure of the public prosecutor in the prosecution process in court so that it affects the settlement of cases and hinders the implementation of the principle of coordination between Polri investigators and

the Public Prosecutor. The lack of communication and coordination between the National Police and the public prosecutor is an important means so that there is no overlap in the implementation of authorities and obligations. Efforts that can be made in order to improve the relationship between the Police and the Public Prosecutor Good communication and coordination between the Police and the Public Prosecutor is needed. Public prosecutors can explain or instruct Polri investigators in examining criminal cases. Based on the Criminal Procedure Code, there is mutual supervision between Polri investigators and public prosecutors. Putting trust in the National Police in conducting investigations, thus facilitating the process for investigation productivity.

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Teacher's Strategy for Increasing Students' Creative Thinking Ability Through Open-Ended Learning in Elementary Schools

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Abstract. This research is based on students' creative thinking abilities, which can be influenced by two factors, namely internal factors, and external factors. As an external factor, the teacher is a facilitator in applying the right approach to the learning process. The learning approach applied by the teacher will have an impact on students' creative thinking abilities. This study aims at discovering (1) the description of the implementation of open-ended learning as a strategy to improve students' creative thinking ability at SDN Mangkura V Makassar, (2) the description of students' creative thinking ability before and after implementing open-ended learning approach at SDN Mangkura V Makassar, (3) the influence of the implementation of open-ended learning approach on students' creative thinking ability at SDN Mangkuira V Makassar. The type of research employed in this study is a quasi-experimental design with pretest-posttest nonequivalent control group design. Data were collected through observation, tests, and documentation. The research populations were all students of grade IV at SDN Mangkura V Makassar, with a total of 63 students. The sampling technique used in this study was non-probability sampling; thus, it obtained 54 students. Data were analysed by employing descriptive analysis and inferential analysis. The study results reveal that the mean score before the implementation of the open-ended learning approach is 29.26, which is in a low category. After the implementation of the open-ended learning, approach is 45.70, which is in the high category. It can be concluded that students' creative thinking skills increase through open-ended learning because, with open-ended learning, they have the freedom to express creative ideas in problem-solving.
Keywords: Creative Thinking, Open-Ended Learning

Abstrak. Penelitian ini berlandaskan pada kemampuan berpikir kreatif siswa dapat dipengaruhi oleh dua faktor, yaitu faktor internal dan faktor eksternal. Guru sebagai faktor eksternal merupakan fasilitator dalam penerapan pendekatan yang tepat pada proses pembelajaran. Pendekatan pembelajaran yang diterapkan guru akan berdampak pada kemampuan berpikir kreatif siswa. Penelitian ini bertujuan untuk mengetahui (1) gambaran pelaksanaan pembelajaran *open-ended* sebagai strategi meningkatkan kemampuan berpikir kreatif peserta didik di SD Negeri Mangkura V kota Makassar, (2) gambaran kemampuan berpikir kreatif siswa sebelum dan sesudah pelaksanaan pembelajaran *open-ended* di SD Negeri Mangkura V Makassar, (3) pengaruh pelaksanaan pembelajaran *open-ended* terhadap peningkatan kemampuan berpikir kreatif peserta didik SD Negeri Mangkura V Makassar. Jenis penelitian yang digunakan dalam penelitian ini adalah *Quasi Experimental Design* dengan desain *Pretest-posttest nonequivalent control group design*. Teknik pengumpulan data melalui observasi, tes, dan dokumentasi. Populasinya adalah seluruh siswa kelas IV SD Negeri Mangkura V Makassar sebanyak 63 orang siswa. Teknik penyampelan yang digunakan adalah *non probability sampling* sehingga diperoleh sampel sebanyak 54 orang siswa. Teknik analisis data yang digunakan adalah analisis deskriptif dan analisis inferensial. Hasil penelitian menunjukkan bahwa rata-rata (mean) skor sebelum pelaksanaan pembelajaran *open-ended* adalah 29,26 dengan kategori rendah dan sesudah pelaksanaan pembelajaran *open-ended* adalah 45,70 dengan kategori tinggi. Dapat disimpulkan bahwa kemampuan berpikir kreatif meningkat melalui pembelajaran *open-ended* karena dengan pembelajaran *open-ended*, peserta didik memiliki kebebasan berkreasi menuangkan gagasan kreatif dalam pemecahan masalah.
Kata kunci: Berpikir Kreatif, Pembelajaran Open-Ended

INTRODUCTION

In the knowledge age, learning is described as a learning process designed by teachers to develop creativity or a way of thinking that aims to improve the ability of students related to the process of constructing new knowledge as an effort to improve good mastery of the subject matter. Learning can also be defined as the teacher's efforts to provide stimulus, guidance, direction, and motivation to students to allow the learning process to occur. Learning in this sense is not a knowledge learning process but a knowledge formation process by students through their cognitive performance (Etistika Yuni Wijaya et al., 2016).

New standards or guidelines are needed to have the competencies required for the 21st century. Schools are challenged to find a variety of strategies or ways that can enable students to succeed in work and life through mastering creative thinking skills, flexible problem solving, collaboration, and innovation (Zubaidah, 2016).

(Muhali, 2019) explained that the world demands the education system to better prepare students for 21st-century competencies to face more complex challenges now and in the future. Referring to this explanation, learning must create conditions where students can be creative and innovate instead of being dictated and intimidated by the teacher. Teachers should always be facilitators to develop students' creative thinking skills.

In accordance with Government Regulation number 19 of 2005 concerning National Education Standards, article 19, paragraph 1 explains that the learning process in each school or academic unit is carried out interactively, inspiring, fun, challenging, motivating students so that these students can contribute actively, as well as providing adequate space for the initiative, creativity, and independence based on the talents, interests, and physical and psychological development of students (Indonesia, 2005).

(Buchari, 2018) explains that the teacher has a very important role in the teaching and learning process. The teacher as the executor of the teaching and learning process so that teaching success will determine the success of students in learning, so it is natural and appropriate if in the learning process teachers are required in addition to their mastery of science and technology, they are also required to be able to have an approach, model, strategy, method and technique. Specific techniques are balanced with his understanding of the characteristics of each student he encounters.

Insight or knowledge that is qualified is indeed mandatory for educators, in this case, teachers. Still, it is not enough for an effective learning process because knowledge will be more meaningful if obtained through a construction experience by students both

individually and in groups. Teachers have a role in facilitating by designing learner-centered learning strategies. The teacher is a facilitator whose function is to provide opportunities for students to optimize problem-solving abilities by using learner-centered strategies, where students have greater freedom and autonomy (Teachers & Education, 2013).

According to (Kurikulum et al., 2013), the issuance of the 2013 Curriculum for all primary and secondary education units is one of the central and strategic steps to strengthen character towards a civilized Indonesian nation. The substance is developed to form humans, in this case, students who are intellectual, competent, and have character. As the front line of implementing the 2013 curriculum, teachers are expected to improve their professionalism. As the subject of learning activities following the 2013 curriculum, students are also expected to play an active role in the learning process.

(Trisnawaty et al., 2017) states that the shift in the learning paradigm from teacher-centered classroom activities to student-centered learning not only has an impact on learning activities but also impacts the process and learning outcomes themselves. In this case, the teacher has a role and function to make learning meaningful and create a pleasant learning atmosphere through a learning approach. As a facilitator and mediator, to develop students' creative thinking skills, a teacher should provide accessible opportunities for students as subjects of learning to seek and find the information and solutions needed and the benefits of the knowledge they get. Because free option means not tied to a monotonous approach, they must be actively involved in learning by finding out and doing something with several alternatives to develop their creative thinking skills.

Target-oriented learning of material mastery and limited ways of solving problems in learning has not been able to produce active, creative, and innovative students in education. In a little way, students succeed in short-term memory but fail to equip students to solve problems in the long term. Therefore, there needs to be a change in learning approaches that are more meaningful and varied to equip students to face the problems of life now and in the future (Panjaitan, 2016).

SD Negeri Mangkura V Makassar City is one of the schools that has implemented various methods in learning. However, based on preliminary observations made by researchers, unstructured interviews with class IVa and IVb teachers, and document studies at SD Negeri Mangkura V Makassar City, the variation of learning used has not led to aspects of increasing students' creative thinking skills. Teachers provide more material than students learn the material. As a result, many students seem bored and active, all of which interfere with the learning atmosphere. Students are

also less given the opportunity to play an active role in learning and quickly forget the material that has been delivered in class. When giving practice questions, students only imitate what the teacher does, and in solving questions, students think that it is enough to do what is exemplified. In addition, if students are not able to solve it in the way that the teacher practices, then the solution is they solve it by copying the work of students who understand that way. As a result, students lack the ability to solve problems with other alternatives. Of course, this can interfere with the ongoing learning process and inhibit students from thinking creatively.

(Khoiri et al., 2017) defines that "creative thinking is an important skill to be improved and developed because this ability is not acquired from birth, but rather something that is obtained and honed by collaborating in learning." This statement implies that creative thinking needs to be developed, which requires external stimulus by the teacher. In this case, creative thinking is very important and needed by students to solve the learning problems they face.

Thinking creatively is an essential element in learning, especially learning mathematics. Few primary or secondary school education units are still less focused on these abilities, by knowing students' creative thinking abilities, the teacher gains insight or broader ways related to the potential and talents of their students (Semarang & Articles,

2012). And to develop or improve students' creative thinking skills, teachers need an approach in learning where this approach gives students the freedom to carry out investigations and find alternative problem solving (Sanjaya, 2012).

In learning mathematics and other fields, thinking is an essential part of life skills for development, especially in dealing with or preparing students in the information age and increasingly competitive atmosphere. In this case, students who are allowed to think creatively will grow and have the ability to face challenges. On the other hand, individual students who are not facilitated by creative thinking will undoubtedly become frustrated and dissatisfied. The development of this innovative thinking ability activity involves imagination, intuition, and discovery with strategies for developing divergent, original thinking, curiosity, making predictions and conjectures and trying new things in problem-solving in the learning process (Syarifah, 2017).

(Noviyana, 2017) explains that the ability to think creatively is essential for students, which will give birth to the next generation of creative people who can create opportunities for their future lives. So that one of the learning approaches that can be applied and mediates students to think creatively to solve problems in learning is open-ended learning.

In this case, the open-ended problem in learning in question is a problem that has various solutions or solutions to the task, where the aim is not explicitly stated in the situation, so students must build specific goals for the work or task being completed (Prihartini et al., 2016).

Open-ended learning allows students to play an active role in encouraging creative thinking skills. This is because open-ended learning can free or liberate students in the learning process so that they are more interested in learning and more creative to come up with problem-solving ideas in each learning process (Mukti & Soedjoko, 2021).

Students must make observations, ask questions, determine relationships, display reasons, and draw conclusions through the open-ended learning approach. Therefore, open-ended learning can be used to help develop creativity, especially in terms of students' thinking skills. In addition, this approach is expected to overcome student problems which are one of the inhibiting factors for learning activities. This is in line with the opinion (Widiasworo, 2017), which suggests that the most frequently complained by educators in this case the teacher is the problems of students in classrooms that can interfere, even hinder the activities of the course of a learning process. So that open-ended learning is needed to overcome difficulties in learning.

In connection with this explanation, it can be described the suitability between the results of research that has been carried out by (TYE Siswono, 2005) which describes that to overcome the aspects of students' creative thinking weaknesses, proper learning is needed, one of which is learning by submitting problems that lead to critical and creative attitude. However, the results of this study have not met the expected increase in all components of creative thinking skills. A learning approach is needed that can cover all elements of creative thinking skills that are not just posing problems. From this description, the relationship between teacher and student aspects that want to be investigated in this study is about the possibility of the effect of open-ended learning on increasing the creative thinking skills of students at SD Negeri Mangkura V, Ujung Pandang District, Makassar City.

RESEARCH METHODS

The type of research used in this study was quasi-experimental research. Quasi-experiments were used because the control group could not function fully to control external variables that affect the implementation of the experiment. This quasi-experimental method was based on the consideration that the implementation of this research takes place naturally and students do not feel experimented (Yandari & Kuswaty, 2017). The number of respondents in the study

were 27 students in the experimental class and 27 students in the control class at SD Negeri Mangkura V Makassar. The data collection techniques used by researchers are observation, tests, and documentation. The instruments used in this study were:

1. Teacher observation sheets managing learning.
2. The observation sheet includes the student and teacher activity observations sheets.
3. A problem-solving ability test in math problems related to open-ended questions.

The instruments in this study were supported by learning tools, namely Lesson Plan and Student worksheets.

The design of this study was in the form of the Nonequivalent Control Group Design, where both the experimental group and the control group were compared, even though the group was selected and placed without going through random. The population in this study was all fourth-grade students at SD Negeri Mangkura V Makassar, which consisted of two classes totaling 63 students divided into two groups, namely the experimental group and the control group. The sample in this study used a non-probability sampling technique, namely the type of purposive sampling. The sample members in this study were determined based on the formula by Slovin, namely:

$$n = \frac{N}{1 + Ne^2}$$

So that the number of samples that will be used in this study is 54 students divided into two groups based on the results of data tabulation, namely 27 students for the experimental class and 27 students for the control class.

The data analysis technique in this study used descriptive statistical techniques and inferential statistical analysis techniques. Inferential statistical analysis was used to test the research hypothesis using the t-test. Based on the results of the Independent Samples T-Test, it shows that open-ended learning can improve students' creative thinking skills.

DISCUSSION

According to (Baharuddin, 2019), the level of creative thinking ability of fourth-grade students at SD Negeri Mangkura V Makassar, before the implementation of open-ended learning showed that the experimental group was mostly between scores of 17 to 38, as well as scores of creative thinking abilities of control group students. Most of the students in the experimental class are between scores of 17 to 38. After the implementation of open-ended learning, most students in the experimental class are between scores of 39 to 60 while in the control class, most of the students are between scores of 28 to 49. After the implementation of open-ended learning in the experimental class, the average (mean) score of the creative thinking ability of the experimental class students increased and reached an average of 45.70 in the high category, and the control class reached an average of 35.41 in the low category.

The results of the research above are in line with the results of research that has been carried out by (Noer, 2011), where the research was conducted at the junior high school level with the results based on data analysis carried out, it was concluded that there was a difference in the average increase in creative thinking skills between students who took part in the study. Learning in the two sample groups. In the experimental group, students' creative thinking skills increased.

Discussion about the implementation of open-ended learning at SD Negeri Mangkura V Makassar, it can be stated that the implementation of open-ended learning can improve students' creative thinking skills because with open-ended learning, students have the freedom to be creative in expressing creative ideas in problem-solving as stated by (Mukti & Soedjoko, 2021).

Open-ended learning provides open problems with solutions that are not single or can be solved in various ways. Learning strategies using open-ended provide flexibility or freedom for students to express or find various alternative answers to the questions given. This can help students solve problems with their own creativity and make students appreciate the diversity of thinking during the problem-solving process (Widiastuti & Putri, 2018). Likewise, with creative thinking, with the freedom that students have more freedom to develop innovative ideas in problem-solving so that students can be more fluent,

flexible, and find new things to solve problems. This explanation is in line with the explanation, which states that the problem formulation used in learning with an open-ended approach is an open problem. The open problem referred to here is a problem that has many solutions or settlement strategies. In this approach, students are expected to find their solutions, provide arguments related to answers, and describe how students can arrive at the answers they use or find (Fauziyah, 2017).

Likewise, for teachers in the implementation of open-ended learning, the teacher only acts as a facilitator and no longer emphasizes that students must follow the way they are taught, which can hinder creativity. Teachers are wiser to give the students the broadest possible freedom to solve the problems presented. The ability to think creatively can be referred to as a unit or a combination of logical thinking and divergent thinking to produce something new or not as usual. Something new indicates the ability to think creatively (Tatag Yuli Eko Siswono, 2016). Creative thinking is one of the thinking skills required in the 2013 curriculum. Therefore, as an educator, teachers must make students become creative individuals. Thus, open-ended learning allows it to be used as one of the learning approaches in improving students' creative thinking skills at SD Negeri Mangkura V Makassar. Based on the data

obtained in the field, the level of student's creative thinking skills before the open-ended learning approach was applied was in the low and very low categories, as seen from the students' scores after the pretest.

The results of the analysis showed that most of the students answered the questions with only one way of solving it with the usual strategy without any new solutions that were unusual at their level of knowledge. Even some students did not give answers to the questions that were done at the time of the pretest. This shows that the students' creative thinking ability is still low. (Mahardiningrum & Ratu, 2018) suggests that creative thinking can be detected through several components, including those used in this study, namely fluency, flexibility, and originality. Through these components, students' creative thinking skills can be improved. Improving creative thinking skills means increasing students' ability scores in understanding problems, fluency, flexibility, and problem-solving novelty. Students can be concluded that they understand the problem if there is the ability to show what is known and what is asked. Students have fluency in solving problems if they can solve problems with various and logically correct answers. Students have flexibility in solving problems if they can solve problems in two or more different and correct ways. Students have novelty in solving problems if they can give answers different

from the previous answers or generally known to students as usual (T. Y. E. Siswono, 2005).

The level of creative thinking ability of fourth-grade students at SD Negeri Mangkura V Makassar after the open-ended learning approach was implemented was in the high category as seen from the way students solved problems with various solutions when working on LKPD after learning took place. Most of the students have shown fluency, flexibility, and originality in completing LKPD in each meeting. The students' creative thinking ability has increased significantly, as seen from the students' scores after the posttest. Implementing the open-ended learning approach in the experimental class experienced a significant increase. This can be seen in the average value of the pretest, which has increased in the average value of the posttest. These results indicate that the implementation of the open-ended learning approach affects increasing students' creative thinking skills (Baharuddin, 2019).

The difference in learning activities between open-ended learning and learning activities that do not use open-ended learning will undoubtedly have a different impact on students' creative thinking abilities. Learning by applying open-ended learning in the experimental class gives the widest possible freedom to students to develop ideas, methods, strategies in problem-solving. With the freedom given through open-ended learning, students are more free to explore their potential

and are more open to determining the desired alternative answers. Like the opinion (Karwono, 2017) which says that open education is an educational process that provides opportunities or flexibility for all students to move freely and determine their own learning activities to stimulate the emergence of creative ideas from each student happened. in the experimental class. While in the control class, the teacher does not give the students the widest possible freedom to develop ideas, methods, strategies in problem-solving. In the control class, students solve questions on students' worksheets with single answers or do not demand multiple answers. Students are not motivated to develop diverse ideas, methods, and strategies in problem-solving. Therefore, if learning by applying an open-ended learning approach is familiarized in the learning process, then students can then understand the content of the material quickly.

From these results, it can be concluded that open-ended learning can improve students' creative thinking skills that need to be socialized and applied at every level of education in particular. The implementation of open-ended learning in learning can be used as an alternative to improve students' creative thinking skills in elementary schools.

CONCLUSION

Students' creative thinking ability before applying open-ended learning is generally in the low category, while after implementing open-ended learning is in the high category. So it can be concluded that through open-ended learning, the students' creative thinking ability of SD Negeri Mangkura V Makassar increases.

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Community Habits in Floating Houses (*Lanting)* in Utilizing the River as an Shower, Wash, and Toilet (MCK) Facility in the S. Parman Down Area Neighborhood 01 Hamlet XVII Palangka Raya

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Abstract. This research on the behavior of people doing acts of his household on the *lanting* (floating house) and the factors surrounding the community in the use of as an Shower, Wash, and Toilet (MCK) River in the area of Neighborhood Association (RT) 01 Citizens Association (RW) XVII Siswondo Parman (S. Parman) Down the city, Palangka Raya. Type of research is qualitative, subject consists of chairman RT 01, public figures, and residents of the floating house in the safety precautions RT 01 RW XVII S. Parman Down the city Palangka Raya. The data collection techniques in this study use interviews, observation, and documentation techniques. Data analysis techniques used are reduction, data presentation then conclusions. The research showed that floating in safety precautions S. Parman Down RT 01 Kahayan River amounted to ± 80 households and community in the Kahayan River doing Shower, Wash, and Toilet (MCK) activity is accustomed to even become a daily culture of society. Therefore, it is necessary for the role of the local government and the health office to conduct an outreach related to the impact that occurred if the river water as a means of Shower, Wash, and Toilet (MCK) in S. Parman Down RT 01 RW XVII Palangka Raya remains in use.

Keywords: *Community Habits; Floating Houses (Lanting); MCK; Kahayan River*

Abstrak. Penelitian ini mengenai perilaku masyarakat yang melakukan kegiatan rumah tangganya di atas lanting (rumah terapung) dan faktor-faktor yang ada di sekitar masyarakat dalam pemanfaatan sebagai Mandi, Cuci, dan Kakus (MCK) Sungai di wilayah Rukun Tetangga (RT) 01 RW XVII Siswondo Parman (S. Parman) bawah kota, Palangka Raya. Jenis penelitian adalah kualitatif, subjek terdiri dari ketua RT 01, tokoh masyarakat, dan penghuni rumah terapung di RT 01 RW XVII S. Parman Bawah Kota Palangka Raya. Teknik pengumpulan data dalam penelitian ini menggunakan teknik wawancara, observasi, dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi, penyajian data kemudian penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kegiatan terapung di S. Parman Down RT 01 Sungai Kahayan berjumlah ± 80 KK dan masyarakat di Sungai Kahayan yang melakukan kegiatan Mandi, Cuci, dan WC (MCK) sudah menjadi kebiasaan bahkan menjadi budaya sehari-hari masyarakat. Oleh karena itu, perlu peran pemerintah daerah dan dinas kesehatan untuk melakukan sosialisasi terkait dampak yang terjadi jika air sungai sebagai sarana Mandi, Cuci, dan Kakus (MCK) di S. Parman Down RT 01 RW XVII Palangka Raya tetap digunakan.

Kata Kunci: *Kebiasaan Masyarakat; Rumah Terapung (Lanting); MCK; Sungai Kahayan*

INTRODUCTION

In Indonesia, rivers can be found in urban, rural, and rural areas because Indonesia as an archipelago has almost thousands of rivers. The river was initially used as a means of transportation but now as time passes it also becomes non-transportation (Hidayat, Fauzi, M., Suoth, 2019). The river is used by some communities as a place of fishery activities (shelter and processing of fish catches) and by fishermen as a place of ship rest (Kurniadi et al., 2015). The river plays an important role in the development of human civilization, the availability of water, and the fertility of the surrounding land, a river which provides a source of life for humans. The river can be used as a means of transportation to increase mobility and communication between people (Tominaga, 1985). Water as a component of the environment will affect and be influenced by components of other components. People use water of the river to fulfill household needs, Industrial activities, agriculture, and so forth (Wiriani, E. R, E. Yarifudin, H., 2020). Agricultural activities, settlements, and industry will have an impact on water conditions in rivers (Agustiningsih D, Sasongko SB, 2012).

The Government of Indonesia strives to preserve the quality of the environment including overcoming the damage to the river environment caused by population behavior. Wastewater disposal that is done by the community can cause a decrease in river water quality (Mahyudin, Soemarno, 2015). These government efforts are more preventive as stated in Government Regulation Number 35 the Year 1991 Concerning rivers. In Article 27 Chapter XII it is prohibited to dispose of objects, solid and or liquid materials or in the form of waste into or around rivers that are estimated or reasonably suspected to cause pollution or deterioration in water quality, thereby endangering and or detrimental to water use and environment (Suryadi, 2016). Also affirmed on law No. 32 of 2009 on protection and environmental manageability states that environment pollution is entering into the or dientions of living creatures, substances, energies, and/or other components into the environment by human activities so as to exceed the quality standards of the living environment that has been established (KemenLHK, 2009). Pollutants originating from domestic waste or households will be oxidized in the Kahayan River. Pollutants that enter the enter body of the River will undergo various processes such as mixing, dilution, and rinsing (Cahyadi J, Laga A, 2010). Dissolved oxygen levels in the river kahayan waters when it reaches saturation (saturated level) and is in equilibrium with atmospheric oxygen levels, the aeration process will not take place. Aeration is the process of oxygen transfer from the atmosphere to the water through the diffusion process (Hefni, 2005).

Activities conducted by the community around the Kahayan River, especially those

living on the *lanting* (floating house) such as cooking using river water, bathing, washing, drinking using river water, and all the activities of life (Novrianti, 2016). Utilization of the Kahayan River as a place for bathing, washing, and toileting, in RT 01 RW XVII S. Parman Down, Palangka Raya city is still being carried out, including other people who live in the kahayan river basin, especially residents of *lanting* houses, although these activities can cause a various problem. The customary pattern of people polluting river water usually comes from agricultural waste and domestic waste (Ridwan M, Willems P, Sadek A, 2003). Human activities will produce a problem and need to get attention (Arif, 2014).

Previous research relevant to this research was conducted by (Novrianti, 2016) titled "The Influence of Community Activities on the banks of the River (Floating House) on Environmental Pollution of the Kahayan River of the Palangka Raya City of Central Kalimantan". This study was conducted by surveying 342 lanting or floating houses in the Kahayan River environment. All household activities are carried out on lanting ranging from cooking, washing, eating, drinking, and outhouses. The results revealed that the water of the Kahayan River will have the impact of producing waste material directly discharged into the Kahayan River water body. The resulting waste and waste is a major problem for the environment because it will cause physical, chemical, and biological changes

from the water of the Kahayan River. Novrianti's research has similarities to this study which focuses on household activities carried out on lanting ranging from washing, bathing, and outhouses. And the difference is Novrianti research that examines the impact of waste causing physical, chemical, and biological changes from the water of the Kahayan River, while this study examines the system of how the activity patterns of public awareness to live sparingly in the economy.

Furthermore, the research conducted by (Shulthon Rizal, 2013) entitled "Factors Causing People to Wash Toilets In The River (Descriptive Study on The Community In Bantaran Sungai Dam Watu Urip Village Pringgowirawan District Sumberbaru Jember)". The results showed that the natural environmental conditions practically affect the pattern of people's behavior in their social lives activities carried out by housewives doing shower, wash, and toilet (MCK) in the river. Factors that cause the community to do MCK such as predisposing factors (knowledge and attitudes of the community), catalysts (availability of facilities and infrastructure or health facilities), boosters (attitudes and behavior of community leaders). The similarities between this study and Shulthon Rizal's research highlight the use of river water for bathing, washing, latrines (MCK). And the difference in this study is that Shulthon Rizal examined the factors that cause people to do MCK. While the study focused on the use of

river water for bathing, washing, latrines (MCK), and how people's lifestyles improve well-being.

Based on the description above, the researchers are interested in conducting a study with a study of the needs of the community in floating houses (*lanting*) in utilizing the river as a means of bathing, washing (MCK) in RT 01 RW XVII S. Parman Down, Palangka Raya City.

A simple lifestyle that is a lifestyle that is not wasteful, not spray, and not a luxury lifestyle. Humans realize that in their lives want a life that is prosperous physically and mentally. According to Parsono (2001) the human needs are innumerable and the limited resources possessed by everyone, especially the income that can be spent to meet the needs that are very much, then each individual must get used to saving lives (Parsono, 2001).

It's a bit difficult to put limits on society (Novrianti, 2016). That is because there are factors surrounding and various aspects related to society, so it is difficult to impose limits that can parse in its entirety and have overall meaning, the rapid growth rate of Indonesian there are today (Baharinawati Wilhan Hastanti dan Purwanto, 2019). Nevertheless, some experts give definitions about society with different points of view (Wuryan dan Syaifullah, 2008). Further explained, although there are several different definitions, basically the contents are the same, namely, the society includes elements

consisting of (1) humans living together, (2) allied for quite a long time, (3) they realize that they are a unity, (4) they are a system of living together (Iver, M. and Linton, 1987).

Based on the explanation above the authors concluded that the way of behaving a day-to-day habit of saving a life, not riotous, and not excessive lifestyle is the need of human beings innumerable, possessed by every human beings. Various factors and aspects that surround the community such as still difficult to get a job that is only sourced from the income to manage fish and private workers, and the community of floating houses has no land of residence, so the floating House community residing in S. Parman Down RT 01 RW XVII Palangka Raya still use the river as a place to live and (MCK).

RESEARCH METHODS

Qualitative research is a type of study that generates descriptive data of written or spoken words from people and behaviors that can be observed (Lion, 2013). Researchers describe the phenomenon and object of people's life utilizing the river as a means of shower, wash, and toilet (MCK) in safety precautions RT 01 RW XVII S. Parman Down the city of Palangka Raya. This research generates descriptive data in the form of written words which is a description of the behavior of one observed by producing a picture of people utilizing the river as a means of shower, wash, and toilet (MCK) in safety

precautions RT 01 RW XVII S. Parman Down the city Palangka Raya. The data sources in this study include primary data on the words and actions of people who were observed or interviewed (Moser & Korstjens, 2018). Primary data such as written notes, audiotapes, and photo capture. Primary data is obtained through interviews with respondents and informants. The data source in this study is Chairman RT 01, chairman of the establishment of Riyadhus Sholihin and 2 male citizens and 1 female citizen of the floating house in safety precautions RT 01 RW XVII S. Parman Down the city Palangka Raya. Secondary data is obtained from books, scientific magazines, archival sources, personal documents, and official documents (Moleong, 2007). Secondary data from literature books relating to the life of people utilizing the river as a means of MCK in safety precautions RT 01 RW XVII S. Parman Down Palangka Raya.

Research data collection techniques such as interviews, observations, and documentation (Patamita, A. dan Kristiana, 2013). This research data collection technique is like an interview with Chairman RT 01, chairman of the establishment of Riyadhus Sholihin and 2 male citizens, and 1 female House of floating houses in safety precautions RT 01 RW XVII S. Parman Down the city Palangka Raya. The interview was conducted with the existing data source mentioned above regarding the use of with a means of MCK

river in RT 01 RW XVII S area Parman Down the Palangka Raya, the role of the river as a means of MCK in the area RT 01 RW XVII S. Parman Down the Palangka Raya. Factor and aspects that surround the River as a means of MCK in the area RT 01 RW XVII S. Parman Down the city Palangka Raya. Observation of the activities of citizens in the utilization of rivers as a means of MCK in RT 01 RW XVII S. Parman Down Palangka Raya and documentation of activities of citizens in the utilization of the river as a means of shower, wash, and toilet (MCK) in the area RT 01 RW XVII S. Parman down Palangka Raya. Data analysis techniques used are data collection, data reduction, data presentation then draw conclusions or data verification. Checking the validity of data using triangular.

DISCUSSION

Resources, Population and Facilities shower, wash, and toilet (MCK) RT 01 RW XVII S. Parman Down Palangka Raya

Table I. Population Data and MCK Facility RT 01 RW XVII S. Parman Down Palangka Raya

No	Population Data and MCK Facility	Amount
1.	Male	96
2.	Female	85
3.	Children	45
4.	MCK Facility	± 80
5.	Floating House (*lanting*)	± 80
	Amount	424

Source: Primary Data RT 01 RW XVII S. Parman Down Palangka Raya 2020

Table 2. Data Respondent Rt 01 Rw XVII S. Parman Down Palangka Raya

| No | Respondent | Gender | | Amount |
		Male	Female	
1.	Chairman Rt 01	1	-	1
2.	Public Figures or Chairman Foundations	1	-	1
3.	Residents of the Floating House	2	1	3
	Amount	4	1	5

Source: Primary Data RT 01 RW XVII S. Parman Down Palangka Raya 2020

River as MCK

According to the interview of the author with Mr. Toni Kuswoyo as chairman of RT 01 about patterns of habits of society in utilizing the Kahayan River as a means of a shower, wash, and toilet (MCK) in S. Parman Down RT 01 RW XVII Palangka Raya.

Figure 1. Floating house community (*lanting*) who live on the banks of the Kahayan River

Based on the statement that the lifestyle of the community in utilizing the Kahayan River as a washing and toilet facility (MCK) in S. Parman Down RT 01 RW XVII Palangka Raya City that the community habits like this have been a long time occurred since ancient times until now and it is still difficult to change because of the local community's habit of always using this river as a place to wash and toilets, this habit is because there are still no public toilet facilities available and generally live in floating houses. The people, especially those who live along the Kahayan River RT 01 RW XVII, about the habits of culture and lifestyle of the people who formed naturally, gradually from old habits to the present (Novrianti, 2016; Parsono, 2001).

The same thing is also expressed by Mr. Ateng as a resident floating house in RT 01. This was stated that as a resident of a floating house in S. Parman Down RT 01 that the river is for shower, wash, and toilet (MCK), the reason is that he does not have a house and land to build a house, so that those who live in a floating house use the river for MCK and have become a hereditary generation from the era first, also we do not have leading water and bore wells, so we are forced to use the river for everything including MCK, except for drinking water, some have requested clean water from neighbors who live on land, but some also continue to take drinking water from the Kahayan River with the method was deposited with the help of alum or called caporific. The community's habit of using the river as a place for MCK is done continuously and is difficult to change, also caused by other factors such as the lack of clean water owned by residents of floating houses (Sugara, R. dan Sugihen, 2017).

The above is in line with that expressed by Mrs. Tuksamiyati as the citizen home to the

river function for the floating house community. This river has many functions, such as the Kahayan River, which is a means of MCK and the livelihoods of residents are used as a means of transportation and a source of life for riverbank communities that are still thick with customs and culture (Sugara, R. dan Sugihen, 2017). The river is part of the life of the Dayak people and the Banjar tribe, especially the periphery of the Kahayan, Mentaya and Barito watersheds Province of Central Kalimantan, Indonesian.

In line with the above opinion about the function of the river for the people of the floating house as stated by Mr. Supiono as the citizen RT 01 RW XVII S. Parman Down Palangka Raya. According to Mr. Supiono that, the river as a place to live is a floating house on the banks of the river using a floating house yard to keep fish called cages. Communities living in floating houses *(lanting)* utilize floating houses to raise fish in caramba and become a source of business in helping the economy.

Figure 2. Lanting house people use floating houses to raise fish (farmers caramba)

Factors of Inhibiting and Supporting

Based on the results of the interviews with Mr. Amid as the chairman of the foundation of Riyadhus Sholihin about the inhibitory factor and community support in the utilization of the river as a means of washing baths and toilet (MCK).

Inhibiting factors of the community using the river for MCK with the socialization, counseling and giving direction from the government how the impact of the river if used for MCK both from pollution to health (Shulthon Rizal, 2013; Windusari, 2015). To support the cause until now there are no rules that govern and foster and the high needs of the community for the river as a place to live and as a place to make a living by becoming fishermen and farmers caramba. Economic factors that are still weak, do not have homes on land and land on land so that the floating house community prefers to live in a floating house with only capital to make a floating house with a size of approximately 25 to 30 square meters. Some of the floating houses *(lanting)* are paid, some are free because the land occupied is official land. Meanwhile, to pay or rent mooring floating houses around 1.6 million to 2.8 million per year. The inhibiting factor of community behavior in the utilization and level of needs of the floating house community as washing and toilet facilities (MCK) in S. Parman Down RT 01.

Community Habits in Floating Houses (*Lanting)* in Utilizing the River as an MCK Facility in the S. Parman Down Area Neighborhood 01 Hamlet XVII Palangka Raya

The research was conducted in the Kahayan River area on the customs of people in the Floating House *(lanting)* in utilizing the river as a means of MCK. Floating house data *(lanting)* obtained as much as ± 80 lanting. The number of male citizens is 96 and the female population is 85 and the children are 45 inhabitants. Location of observation in the area of S. Parman Down RT 01 RW XVII Langkai Sub-district of Pahandut Palangka Raya Central Kalimantan, Indonesia.

Community life patterns in utilizing the Kahayan River as a means of bathing washing and toilet (MCK) in S. Parman Down RT 01 RW XVII Palangka Raya that the habits of the community since ancient times until now and it is still difficult to change because of the habits of local people who always use this river as a place for washing, bathing, and toilet facilities, this habit is since there is still no public toilet and generally live in a floating house. The people, especially those who live along the Kahayan river RT 01 RW XVII, are about the habits of culture and lifestyle that are formed naturally and are hereditary. This is also caused by the fact that there is no clean water owned by floating houses and some residents ask for clean water from drilled wells requested from neighbors who live on land. The results of the study and interpretation of the results of interviews and observations in the field can be explained by the activities of the community in the presence of MCK facilities in S. Parman Down RT 01 RW XVII Palangka Raya City. The geographical conditions of S. Parman Down RT 01 RW XVII are widely used by the community for various activities of daily life. The majority of the individuals in this community do not have adequate toilet facilities (Novrianti, 2016). Economic and sociocultural factors play a significant role in shaping the behavioral patterns (Sugara, R. dan Sugihen, 2017). This tradition has been cultured for the local community.

The role of rivers that vary with the growth of human activity around the river will impact the decline in water quality (Yisa J, 2010). RT 01 people use the river following their functions, one of which is as a means for MCK and livelihoods up to a source of life and a source of drinking water. In doing activities a little shifted that is latrines on land but bathing washing always using the river this has become a habit for them this is caused by several factors namely the lack of good economic ability to build houses on land and the pattern of life that still cannot be shifted to modern direction as well as overriding aspects of health. The lifestyle of the community is very diverse among those in the context of health, The behavior of society in maintaining physical and spiritual health-also of course is very diverse in terms of the guidelines,

meanings, habits, or cultures inherent that the held individual embraced (Shulthon Rizal, 2013). They are a benefit to the life of all beings including men, so it is necessary to be grateful for the greatness and omnipotence of God (Triyanto, 2001).

The government system should protect the community to show that building infrastructure prioritizes the social community because it will change people's personal and behavior if there is no example for them (voluntary), if there is no action done by them, the behavior of the community will never change (Saputra et al., 2020). Then influenced by the lack of public down standing of sanitation due to background education graduate elementary school and lack of education, socialization, or counseling on sanitation. Further influenced by the weak supervision of the absence of sanctions governing and difficulty implementation of sanitation management settings policy, and also the absence of the form of grant security from volunteer the local government. According to Windusari (2015) that given the high dependence of society on river waters to meet the needs of its life (Windusari, 2015). The importance of village development is also expected to be a benchmark for society in facing the dynamic era of globalization and realizing an educationally literate society (Wagiono & Karliani, 2020; Wagiono et al., 2020)

The inhibiting and supporting factors of the community in the use of the river as a means of bathing and toilet (MCK), namely the lack of a culture of clean living and socio-cultural and economic factors become a classic problem for the community and the government in solving this problem. This tradition has been entrenched for the local community (Sugara, R. dan Sugihen, 2017). The inhibiting factors of community behavior in the utilization and level of needs of the floating house community as a means of bathing wash and toilet (MCK) in S. Parman Down RT 01 RW XVII Pahandut District Palangka Raya, is lack of understanding of the environment and lack of knowledge due to the relatively low level of education in several stages, namely presentation/planning, implementation, discussion guidance, practice, and demonstration (Wagiono et al., 2022). Then the unavailability of clean water owned by residents of floating houses except for drinking water that is requested from neighbors who have houses on land that have bore wells.

This finding is in line with the findings of several previous studies for example. (Novrianti, 2016) titled "The Influence of Community Activities on the banks of the River (Floating House) on Environmental Pollution of the Kahayan River of the Palangka Raya City of Central Kalimantan". This study was conducted by surveying 342 lanting or floating houses in the Kahayan River

environment. All household activities are carried out on lanting ranging from cooking, washing, eating, drinking, and outhouses. The results revealed that the water of the Kahayan River will have the impact of producing waste material directly discharged into the Kahayan River water body. The resulting waste and waste is a major problem for the environment because it will cause physical, chemical, and biological changes from the water of the Kahayan River. Novrianti's research has similarities to this study which focuses on household activities carried out on lanting ranging from washing, bathing, and outhouses. And the difference is Novrianti research that examines the impact of waste causing physical, chemical, and biological changes from the water of the Kahayan River, while this study examines the system of how the activity patterns of public awareness to live sparingly in the economy.

And then the research conducted by (Shulthon Rizal, 2013) entitled "Factors Causing People to Wash Toilets In The River (Descriptive Study on The Community In Bantaran Sungai Dam Watu Urip Village Pringgowirawan District Sumberbaru Jember)". The results showed that the natural environmental conditions practically affect the pattern of people's behavior in their social lives activities carried out by housewives doing shower, wash, and toilet (MCK) in the river. Factors that cause the community to do MCK such as predisposing factors (knowledge and attitudes of the community), catalysts (availability of facilities and infrastructure or health facilities), boosters (attitudes and behavior of community leaders). The similarities between this study and Shulthon Rizal's research highlight the use of river water for bathing, washing, latrines (MCK). And the difference in this study is that Shulthon Rizal examined the factors that cause people to do MCK. While the study focused on the use of river water for bathing, washing, latrines (MCK), and how people's lifestyles improve well-being.

Furthermore, the research was conducted by (Sugara, R. dan Sugihen, 2017) entitled "Community Behavior in Utilizing River Flow as a Means of Bathing Washing and Latrines (MCK) (Case Study in Pasir Village Tripe Jaya District Gayo Lues)" the purpose of this study is to find out why people in Pasir Village still do bathing, washing, outhouse (MCK) activities in the Kuala Babat river and what effect the use of the river as an MCK for public health in Pasir Village. The results of this study show that people in Pasir Village are accustomed to doing MCK activities and even become a daily culture, the impact of river utilization as a means of MCK activities has the potential to cause various skin diseases, economic and socio-cultural factors play a role in shaping the lifestyle. While the study focused on the use of river water for bathing, washing, outhouses (MCK) and for frugal living only.

The study has implications for a form of reference related to understanding the use of river water for bathing, washing, latrines (MCK), and the environment. The need for socialization, coaching, knowledge, and empowerment to social communities is integrated with the fulfillment of healthy living behaviors.

CONCLUSION

The behavior of people living in the *lanting* (floating house) area of Kahayan River with the amount of ± 80 households is generally still doing activities MCK is accustomed to even become a daily culture of people's habit is integrated with the nature of the river. The Kahayan River used as a washing bath (MCK) until now can not be changed by the floating house community. Communities are less aware of the impacts posed in the future. People are also less aware of the impact on health if using the river water as a means of MCK even consumed into drinking water. The economic factors of society are below the middle and the absence of clean water in S. Parman Down RT 01 to meet the needs of the community. Therefore it is necessary the role of local government and health department conduct counseling, seminars, or workshops related to knowledge and public understanding of the impact that occurred if the river water as a means of MCK in S. Parman Down RT 01 RW XVII Palangka Raya remains in use. It is hoped that the importance of village development will also serve as a benchmark for society to face the dynamic era of globalization, so that the people of the nation who have wisdom, culture, and local relations (Wagiono, Shaddiq, Sakman, et al., 2020).

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Performance Analysis Of Civil Servants At The Department Of Education, Youth And Sport, Mamuju Regency, West Sulawesi

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Abstract. This study aims to describe: (1) the performance of civil servants Office of Education Youth and Sports Department (Dikpora) in terms of managerial ability, the ability of responsiveness, accountability, and discipline of civil servants work, and (2) the factors others that affect the performance of civil servants of Education Youth and Sports Department Mamuju Service office. The research method used is the survey method. The population of this study is all civil servants of Education Youth, and Sports Department Mamuju serves as the research sample of 42 people. To obtain data about managerial ability, the ability of responsiveness, accountability, and employee discipline obtained by using questionnaires and supported by interviews and observations, while data on other factors that affect the performance of civil servants is obtained by using the interview guide. The questionnaire used previously been tested and declared valid and reliable. The validity test with N = 27 and 0.05 confidence level obtained a value of r-table 0.381. In the test reliability coefficient of 0.948 was obtained. All the data obtained using the questionnaire were analyzed using quantitative descriptive statistics, while data obtained by interview as described by descriptive qualitative research supporting data. Results showed that (1) managerial skills of civil servants by 57.14 percent in the medium category, (2) the ability of the responsiveness of 59.53 percent in the medium category, (3) accountability of 69.05 in the high category, (4) work discipline of 66.67 percent in the medium category, and (5) the performance of civil servants by 54.76 percent in the medium category. As for other factors that affect the performance of civil servants: (1) is a factor that supports the civil service work experience, skill factors, and education level employees, (2) that inhibits the factor of employee work culture.
Keywords: Performance, Managerial, Responsiveness, Accountability, Work Discipline

Abstrak. Penelitian ini bertujuan memberikan gambaran mengenai: (1) kinerja pegawai negeri sipil (PNS) kantor Dinas Pendidikan Pemuda dan Olahraga (Dikpora) ditinjau dari kemampuan manajerial, kemampuan responsivitas, akuntabilitas, dan disiplin kerja PNS, *serta* (2) faktor-faktor lain yang mempengaruhi kinerja PNS kantor Dinas Dikpora Kabupaten Mamuju. Metode penelitian yang digunakan adalah metode survei sedangkan populasi penelitian ini adalah seluruh PNS Dinas Dikpora Kabupaten Mamuju dijadikan sebagai sampel penelitian yaitu 42 orang. Untuk memperoleh data mengenai kemampuan manajerial, kemampuan responsivitas, akuntabilitas, dan disiplin kerja pegawai diperoleh dengan menggunakan kuesioner dan didukung dengan wawancara dan observasi, sedangkan data mengenai faktor-faktor lain yang mempengaruhi kinerja PNS diperoleh dengan menggunakan pedoman wawancara. Kuesioner yang digunakan sebelumnya telah diuji cobakan dan dinyatakan valid dan reliabel. Pada uji validitas dengan N=27 dan taraf kepercayaan 0,05 didapat nilai r-tabel 0,381. Pada uji reliabilitas didapat koefisien sebesar 0,948. Seluruh data yang diperoleh dengan menggunakan kuesioner dianalisis dengan menggunakan statistik deskriptif kuantitaif, sedangkan data yang diperoleh dengan wawancara diuraikan dengan deskriptif kualitatif sebagai data pendukung penelitian.Hasil penelitian menunjukkan bahwa (1) kemampuan manajerial PNS sebesar 57,14 persen dalam kategori sedang, (2) kemampuan responsivitas sebesar 59,53 persen dalam kategori sedang, (3) akuntabilitas sebesar 69,05 dalam kategori tinggi, (4) disiplin kerja sebesar 66,67 persen dalam kategori sedang, dan (5) kinerja PNS sebesar 54,76 persen dalam kategori sedang. Adapun faktor-faktor lain yang mempengaruhi kinerja PNS: (1) yang mendukung adalah faktor pengalaman kerja PNS, faktor kecakapan, dan tingkat pendidikan pegawai, (2) yang menghambat adalah faktor budaya kerja pegawai.
Kata kunci: *Kinerja, Manajerial, Responsivitas, Akuntabilitas, Disiplin Kerja*

INTRODUCTION

The employee performance and improving the quality of education continue to be processed at the Dikpora Office of Mamuju Regency, especially after the enactment of Law Number 23 of 2014 concerning regional government and Law Number 20 of 2003 concerning National Education System Article 11 paragraph 1 that the Government and regional governments are obliged to provide services and convenience, as well as ensuring the implementation of quality education for every citizen without discrimination. (Masinambow & Adolfina, 2017) Civil servants undoubtedly provide services to the community in a professional, honest, fair, and equitable manner in carrying out state, government and development tasks.

The Dikpora Office, in carrying out its duties to achieve its vision, must be supported by good management and qualified human resources from the leadership to the staff. (Terry, 2008) explains that an organization will achieve its goals if the management is supported by leadership capabilities and technical capabilities by the people who are invited to work together. The leadership's ability and the staff's technical ability are the benchmarks for HR performance.

According to (Retno Sulistiyo, 2019), Civil Servant (PNS) performance is the result of work measured based on predetermined performance indicators, including work quality, accuracy, initiative, ability, and communication. (Robins, 2001) defines performance as a synergy of several elements: ability, motivation, and opportunity. The success of the employee's performance is highly dependent on the work performance of his HR, and therefore, the results of the work performed must be able to pass the indicators that have been set. The ability factor is the essential ability for staff and an advanced ability for a manager in carrying out each of them.

The most influential indicator also on employees is discipline, according to the theory (McClelland, 2007) that the achievement characteristics of a manager/employee are being responsible for the work they carry out, having the ability to make decisions, and doing meaningful work and completing it with high discipline.

RESEARCH METHODS

The type of research used was a survey where the research was aimed at all populations in the research area. In terms of the analytical approach, this research was a descriptive type of research to systematically, factually, and accurately describe a particular population or area (Sugyono, 2017). The data in this study was quantitative. This data was needed to describe the research results. The collection of performance variable data with indicators of managerial ability, responsiveness, accountability, and work

discipline is carried out directly on PNS at the Dikpora Kab. Mamuju.

The sampling technique used the census method in this research (Arikunto, 2010). survey research with the census research method is if all the population is sampled, so the number of samples in this study was 42.

To obtain empirical data about the variables in this study, a questionnaire was used as an instrument that aims to collect information about the research variables. The conception that underlies the instrument's preparation departs from the indicators of the research variables described from the dimensions and theories used in explaining the variables of this study. Furthermore, it is poured into the instrument grid.

This questionnaire used a Likert scale which consisted of five kinds of choices. The tiered score for the answers to positive statements is 5,4,3,2,1, while for negative statements, a score was 1,2,3,4,5. Complete overview of the questionnaire grid.

Instrument trial

(Arikunto, 2010) explains that after the instrument is completed, the next step was to conduct a trial of the instrument. The purpose of the trial was to determine the instrument's validity and reliability as a requirement for an instrument that was suitable for use in a study. This research instrument was tested on 27 civil servants at the National Education Office of West Sulawesi Province who was taken

randomly. The selection of civil servants at the Diknas of West Sulawesi Province to serve as a trial sample was based on the consideration that civil servants of the Office of National Education of West Sulawesi Province had almost the same functions and duties. With civil servants of the Dikpora Office of Mamuju Regency.

Test the validity of the instrument

Testing the instrument's validity is carried out to get an instrument that is suitable for use in a study and is reliable. (Priyatno, 2009) For this purpose, the researcher tested the instrument's validity using the validity and reliability scale functions and was based on the Pearson Product Moment correlation formula (Tiro, 2007).

Table 1. Summary of the results of the validity of the civil servant performance instrument

Indicator	Number Question Points	r-test	r-table	Note
Manager Ability	1, 4, 16	-.111, .004,	-	Failed
	4, 7	.009	.361	
			.361	
Responsive Ability		.0029,	.361	Failed
	4, 15	.264	.361	
Accountability	3	.275,	-	Failed
		.502		
Work Discipline		-.254		Faield

Instrument reliability test

The results of the instrument reliability test with the validity and reliability scale analysis functions are based on the Cronbach Alpha formula (Arikunto, 2010). Then the results of the instrument reliability analysis

were as in Appendix 5, and these results indicate that the level of instrument reliability is very high. This can be described as follows: the reliability test of the PNS performance instrument in the first stage shows that the instrument reliability coefficient value of 0.948 is included in the very high category. Likewise, the reliability test in the second stage produces a reliability coefficient value of 0.966. This shows that the instrument that was used to measure the performance of PNS at the Dikpora Mamuju district has a very high level of consistency (reliability level) and can be relied on in actual research.

Data collection technique

1. Questionnaire

Data collection techniques with questionnaires were used to reveal respondents' responses to managerial abilities with 13 questions/statements, 7 items of responsiveness ability, 13 questions of accountability level, and 9 questions of work discipline level. The consideration of choosing a closed questionnaire model was none other than to make it easier for respondents to give scores, no need to write answers at length, and ease of coding.

2. Observation

Observation or observation is a daily human activity by using the five senses of the eye as the primary tool in addition to other senses such as ears, smell, mouth, and skin. Therefore, (Bungin, 2009) explains that observation is a person's ability to use his observations through the work of the five senses of the eye and assisted by other senses. With direct observation, it is hoped that it will further complete the questionnaire technique, which is thought to be difficult to question and strengthen and justify the data collected through the questionnaire technique. This observation can make it easier to explain the relationship of existing phenomena and help explain the results of the data from the questionnaire.

3. Interview guide

(Bungin, 2009) explains the interview technique (in-depth interview) is the process of obtaining information for research purposes using question and answer while face to face between the interviewer and the informant or the person being interviewed, with or without using an interview guide, in which the interviewer and informant are involved. In a relatively long social life. Interviews were conducted with civil servants at the Dikpora Kab. Mamuju, West Sulawesi. In this way, inputs can be obtained to deepen the study of the factors that affect the performance of civil servants. The interview guide was used to conduct interviews to be more focused and consistent in the data collection results.

In this interview the informants were: (1) Head of Service, (2) Head of Division 3 people, (3) Head of section 2 people, (4) Section head 2 people, and (5) staff 2 people.

Data analysis technique

This study used two data analyses: (1) quantitative descriptive data analysis as the main analysis, and (2) qualitative descriptive data analysis as supporting analysis. Quantitative descriptive statistical analysis techniques were used to describe the variables in the study, namely the performance of civil servants at the Dikpora Service, that this descriptive statistical analysis technique was also used to describe each research indicator, such as (1) managerial ability level, (2) responsiveness level ability. Civil servants, (3) the level of accountability, and (4) the level of work discipline of civil servants.

For this purpose, calculated: (1) mean, (2) median, (3) mode, (4) standard deviation, and (5) a frequency table for which a histogram is then made. Before making the frequency distribution and histogram of employee performance variables and indicators, the stages of work carried out (Tiro, 2007) are: (1) determining the number of classes or data groups, (2) determining class boundaries, (3) entering data into appropriate class, and (4) calculate the number of data in each class. The following Sturges criteria were used to determine the number of interval classes.

$$k = 1 + 3,33 \log n$$

Where: k=number of classes formed

n = number of observations or data then calculate the class width (l):

$$l = \frac{\text{Highest Score} - \text{Lowest Score}}{Amount\ of\ Class}$$

Qualitative descriptive data analysis using interview and observation instruments in collecting data. Qualitative descriptive data analysis was used to support the results of quantitative descriptive analysis, so that each description category was enriched and strengthened by qualitative data from interviews and observations. The results of this qualitative descriptive analysis also helped in providing conclusions for each problem that had been described by quantitative descriptive analysis.

DISCUSSION

Managerial Ability

The managerial ability score is 61, and the minimum score obtained is 26. Thus, it can be described in detail the acquisition scores for the administrative ability indicators in the form of a frequency distribution table as follows:

Table 2. Frequency distribution of civil servant managerial abilities

Score Interval	Category	Frequency	Percentage
13 – 30	Low	2	4,76
31 – 48	Average	24	57,14
49 – 66	High	16	38,10
Total		42	100

The managerial ability of Civil Servants of the Dikpora Service is included in the moderate category. This is also by the opinions of the following experts:

a. Managerial ability is competence or a leadership ability to carry out a job given to him as a responsibility or task based on skills and knowledge and supported by the

work attitude required by the job, to produce a good job, use all the potential that is owned both external and internal. (Wibowo, 2009).

b. Managerial ability in an organization is an integrated taxonomy of leader behavior in building relationships. The built relationships will support work completion, develop and guide staff, build teams and manage conflict, and formwork networks between lines. Of particular concern to the achievement of performance by managers is making decisions which include planning, problem-solving, consulting, and delegating (Yulk, 2005).

In line with this opinion, the measurement of managerial ability with indicators: (1) the ability to influence, (2) the ability to encourage, (3) the ability to make decisions, and (4) communication skills at the Dikpora Office are not optimal, and there is a need for a program in managerial ability development. Every employee can improve managerial ability because it can be learned in knowledge.

The results of this study are reinforced by the results of research (Wirda & Azra, 2015) that managerial competence affects business performance in organizations (industry). A high level of education, mature age, and a long working period make experienced managers more competent and professional in managing their business which in turn affects business performance

Responsiveness Ability

Based on the theoretical score, the highest is 35, and the lowest is 7. In detail, the distribution of the scores for the responsiveness of PNS at the Dikpora Service can be shown in the following frequency distribution table:

Table 3. Frequency distribution of the responsiveness of civil servants

Score Interval	Category	Frequency	Percentage
7 – 16	Low	2	4,76
17 – 26	Average	25	59,53
27 – 36	High	15	35,71
Total		42	100

The responsiveness ability of Civil Servants of the Dikpora Service is included in the medium category. This is also by the results of interviews with the Head of Dikmen, according to the opinions of the following experts:

a. Responsiveness is a concept related to public administrators' professional standards and technical competencies to carry out their duties. Public organizations are said to be responsive if the perpetrators have high standards of professionalism or competence to assess public organizations' attitudes, behavior, and policies must have administrative standards (Nasucha, 2004).

b. Subjective responsiveness prioritizes ethical and human values , which are summarized as inequality and fairness to provide services to the community and other administrative tasks (Islami, 1986).

These two opinions are in line with the measurements taken to determine the level of responsiveness with indicators: (1) The relationship between program activities and needs, (2) The responsiveness of the apparatus in dealing with and resolving complaints submitted by the community, and (3) Availability of opportunities and a forum for the community to convey suggestions and needs. Assessment of responsiveness ability is closely related to human values and ethical values in providing services to the community.

The results of this study are in line (Triyanto 2017) that to measure performance using five performance dimensions, namely productivity, responsiveness, responsibility, accountability and service quality and performance barriers, namely personal, leadership, team, system, and contextual factors.

Accountability of Civil Cervant at the Dikpora Service

The maximum score for accountability data is 65, and the lowest is 13. The managerial ability of civil servants can be described in the form of a frequency distribution table as follows:

Table 4. Distribution of the frequency of accountability of Civil Servants

Score Interval	Category	Frequency	Percentage
13 – 30	Low	1	2,38
31 – 48	Average	12	28,57
49 – 66	High	29	69,05
Total		42	100

Accountability of Civil Servants of the Dikpora Service is included in the high category. It is by the results of interviews with the Head of Youth and Sports, and according to the opinions of experts as follows:

a. Accountability is the implementation of the responsibility of a person or a public organization that the authorities can hold accountable (Yuwono Teguh, 2003).

b. There are four dimensions of public accountability, namely: (1) honesty and legal accountability, (2) program accountability, (3) policy accountability, and (4) process accountability (Veithzal Rivai, 2005).

The above opinion is also by the indicators that measure the accountability of civil servants, namely: (1) carrying out tasks according to their duties, (2) utilizing office facilities, (3) establishing working relationships with office colleagues, and (4) loyalty to the leadership. The high accountability of civil servants leads to maximum performance management so that the achievement of the organization's vision and mission can be realized.

Civil servant work discipline

The highest theoretical score is 45, and the lowest score is 9. In detail, the distribution of work discipline gains for PNS at the Dikpora Service can be shown in the following frequency distribution table:

Table 5. Frequency distribution of civil servant work discipline

Score Interval	Category	Frequency	Percentage
9 – 21	Low	3	7,14
22 – 34	Average	28	66,67
35 – 47	High	11	26,19
Total		42	100

The work discipline of Civil Servants of the Dikpora Service is included in the medium category. It is by the results of interviews with the Head of the Personnel Division and according to the opinions of the following experts:

a. Discipline is the essential operative function of human resource management because the better the work discipline, the higher the work performance that can be achieved. Without Discipline, it is difficult for an organization to achieve optimal results (Hasibuan, 2007). So in principle, the Discipline of an employee can be interpreted as his awareness and willingness to obey the rules and norms that apply in the workplace.

b. Steady Discipline will essentially grow and radiate from human consciousness results. Discipline that does not originate from human conscience will result in weak Discipline and not last long (Sedarmayanti, 2008). Work discipline does not last and will quickly fade. Discipline that grows based on self-awareness is expected to be permanently embedded in every employee.

Starting from the two opinions, it can be concluded that civil servant discipline is

needed to improve performance achievement. Therefore, the Discipline of civil servants needs to be considered in providing rewards and punishments that can generate efforts to achieve organizational goals.

The results of this study are in line with the results of research (Ferawati, 2017) that work Discipline and work environment positively influence employee performance.

Overview of the performance of the Dikpora Service Civil Servants

From the analysis, the maximum Civil Servant performance data expected in this study based on the highest score is 210, and the lowest is 42. This is following the number of questions to measure PNS performance indicators as many as 42. The results show that the maximum score obtained is 183, and the minimum score is 183. The obtained score is 90. Thus, the acquisition score can be described in detail in the form of a frequency distribution table as follows:

Table 6. Frequency distribution of Civil Cervant performance

Interval skor	Kategori	Frekuensi	Persentase
42 – 97	Rendah	1	2,38
98 – 153	Sedang	23	54,76
154 – 210	Tinggi	18	42,86
Jumlah		42	100

The performance of Civil Servants at the Dikpora Office is included in the medium category. It is by the results of interviews with the Head of the Personnel Division and

according to the opinions of the following experts:

a. Managerial ability is a competency or an ability to carry out a job given to him as a responsibility or task based on skills and knowledge and supported by the work attitude required by the job, to produce a good job, use all the potential possessed both externally. And internally (Wibowo, 2009).

b. Responsiveness is a concept related to public administrators' professional standards and technical competencies to carry out their duties (Nasucha, 2004). Public organizations are said to be responsive if the perpetrators have high standards of professionalism or competence to assess public organizations' subjective attitudes, behavior, and policies.

c. Accountability is an employee's responsibility in carrying out any work that has been entrusted to him. If someone can carry out his duties and responsibilities well, he will show better performance as well (Nawawi, 2006).

d. Discipline is the most important operative function of human resource management because the better the work discipline (Davis, Keith, and John, 2005), the higher the work performance that can be achieved. Without discipline, it is difficult for an organization to achieve optimal results. So in principle, the discipline of an employee can be interpreted as his awareness and willingness to obey the rules and norms that apply in the workplace.

The results of this study were strengthened (supported) by the results of interviews with the Head of the Personnel Section, which stated that:

"Performance achievement depends on the placement of an employee whether it is an echelon official or staff, the placement of employees recommended by the BAPERJAKA team should be based on the results of the fit and professional test or based on the results of an employee's performance evaluation, so that the competencies possessed by employees are in accordance with the tasks which will be done on a daily basis. However, the current condition of the placement of an official and staff tends to be due to temporary political interests. So it can happen that there are employees who have the potential but cannot develop because of the placement factor.".

a. the characteristics of each employee are skills, education, experience, sincerity, and motivation. (Hasibuan, 2007) If you look closely, the performance is a behavior created by individuals carrying out the tasks or workload given.

b. Work experience is determined from a person's tenure when occupying a particular position or profession. The reality that occurs in the field shows that the level of education possessed by a person is not a guarantee that he will work professionally.

Therefore, it takes the ability to understand and recognize the work environment that is practiced (H Handoko, 2000). The performance standards are set following what was stated (Dwiyanto, 2002) that to measure the performance of public services bureaucracy can be done in terms of (1) the concept of productivity, productivity measures not only the level of efficiency but also service effectiveness. Productivity is generally understood as the ratio between input and output, (2) service quality, the issue of service quality tends to be increasingly important in explaining the performance of public service organizations. Many negative views formed regarding public organizations arise because of general dissatisfaction with the quality of services received from public organizations, (3) responsiveness, responsiveness is the organization's ability to recognize community needs, develop service agendas and priorities and develop public service programs according to requirements. And aspirations of the community, (4) responsibility, responsibility explains whether the implementation of the activities of this public organization is carried out by correct administrative principles or by organizational policies, both explicit and implicit, (5) accountability, public accountability shows how much policy and The activities of public organizations are subject to political officials elected by the people. The assumption is that these political officials are selected because the people elect them. They will always represent the people's interests, (6) service orientation shows how much energy public organizations use in providing public services.

The description of the performance shown by all civil servants of the Dikpora Office of Mamuju Regency can be categorized as moderate. This is due to:

a. The acceleration of the development of Mamuju Regency as the provincial capital is not balanced with the acceleration of increasing human resources (HR) at the Dikpora Office.

b. The range of employee mutations is not based on a needs assessment but at the regional election democracy party.

c. The promotion of civil servants is not based on a job analysis and job analysis or the fit and prover tests.

d. The lack of office facilities and infrastructure.

The performance of PNS at the Dikpora Office is in the medium category or other words, PNS at the Dikpora Office is more responsible for improving their interpretation by the existing work standards in each Field and Section at the Dikpora Office, Mamuju Regency. The difference in the level of performance that occurs in PNS at the Dikpora Office of Mamuju Regency is a natural

phenomenon. This is mainly due to the heterogeneity of PNS at the Dikpora Office, both in terms of:

a. Level of work experience.
b. Level of education.
c. Skills of each employee.
d. Work culture.

This is in accordance with the opinion (Hasibuan, 2007) which says that differences in these characteristics such as experience, skills, education, sincerity, and motivation are characteristics that everyone owns, and this can affect a person's level of performance, especially employees in the Office of the Republic of Indonesia. Dikpora Mamuju Regency..

The performance shown by PNS of the Dikpora Service in carrying out daily tasks is not by what was stated by (Sianipar, 1999) which says that there are several dimensions of characteristics or attributes that must be considered in providing services, namely: (1) certainty of service time, (2) service accuracy, (3) responsibility, (4) completeness, (5) politeness and friendliness in providing services, (6) ease of obtaining services, (7) various service models, (8) service support attributes, (9) personal service, and (10) convenience in obtaining service. Some of the characteristics stated above should concern every civil servant of the Dikpora Office of Mamuju Regency, especially in providing services to the community or education stakeholders.

The study results are also strengthened by (Hidayati & Syamyudi, 2017) that by meeting the service standards of the employee, the organization he runs can also achieve good performance. Good organizational performance is expected to provide satisfaction to consumers in their services. Employee performance that supports organizational performance is expected to meet consumer satisfaction, which can be measured: 1) reliability, 2) responsiveness, 3) assurance, and 4) empathy.

Other Factors Affecting the Performance of Civil Servants at the Dikpora Office of Mamuju Regency Based on the results of research that has been carried out previously, namely through interviews and observations, it shows that the performance of civil servants at the Dikpora Office is strongly influenced by several factors, namely: (1) work experience factors, (2) skills factors, (3) education factors, and (4) factors work culture. The results of this study strengthen research (Rosmaini & Tanjung, 2019) that better employee performance needs to be increased competence through training for employees according to their field of work, having work experience, expertise, knowledge, skills, and educational background that supports the profession. For employees, so that work results can be maximized.

The results of this study are supported by the Kebid Dikmen explanation that:

"They register to become employees not to serve and serve, but to seek status and salary, so of course when they work, their orientation is not by their main duties and functions as civil servants and the current condition is regional autonomy, where regions have the authority to Regulating regions in the context of accelerating development for the welfare of the community, but on the other hand in terms of career development, it is very dependent on who is supported in the election of regents".

To continuously improve their performance, all PNS of the Dikpora Office need to pay attention to in establishing reliable teamwork in providing services to the community. According to (Gibson, James L., 1996) that the factors that influence the performance are: (1) individual aspects, (2) organizational aspects, (3) psychological aspects that civil servants can unite. In addition, based on the observations of researchers that all civil servants of the Dikora Service must have the characteristics as stated by (Wibowo, 2009) that the aspects of people who have good performance are: (1) having self-confidence, (2) if work has an orientation for achievement, (3) can exercise self-control, (4) can carry out the tasks given, and (5) has a strong motivation to try to achieve better results or goals than the previous situation.

CONCLUSION

Analysis of the performance of civil servants at the Dikpora Office of Mamuju Regency can be concluded as follows:

1. The performance of civil servants at the Dikpora Office of Mamuju Regency as seen from (a) managerial ability, (b) responsiveness, (c) accountability, and (d) civil servant work discipline is not maximized or moderate category with a percentage of 54, 76.

2. Other factors that affect the performance of civil servants at the Dikpora Office of Mamuju Regency: (a) the supporting factors are work experience, skills, and education levels. And (b) the inhibiting factor is the work culture of civil servants

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The Influence Of Honesty Cantine On Improvement Student Understanding About Anti-Corruption Values At SMPN 2 Cipunagara Subang

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Abstract. The word corruption is covered almost every day by the mass media and has become a topic of discussion in various circles of society. Corruption is an extraordinary crime because it can affect the community, and in the long run, it is more dangerous for the younger generation's behavior. If conditions like that are allowed, the country's future will be very bleak. Therefore, it is necessary to instill anti-corruption values through education to internalize anti-corruption values in various ways, one of which is through the application of an honesty canteen. The purpose of this study was to determine the effect of the honesty canteen in increasing students' understanding of anti-corruption values at SMPN 2 Cipunagara. The method used is quantitative with descriptive verification method. The population is 391 students with a sample of 78 students. The approach used is quantitative with a descriptive verification method. Data collection techniques through questionnaires, interviews, observation, and document analysis. Data analysis relies on statistical tests of questionnaire results which are supported by interviews, observations, and document analysis. The results showed that the honesty canteen development model had a significant effect on the culture of anti-corruption values. This is evidenced by finding a correlation coefficient (r) of 0895 which means that the degree of relationship between variable X, namely honesty canteen, is very close and even perfectly related to variable Y, namely understanding anti-corruption values. The magnitude of the significance in the regression analysis is $0.174 > 0.05$. The t value is $17.463 > $ t table 00003289 so it can be concluded that H1 is accepted, that is, there is an effect of X on Y. And the R-square value of 0.800 in the analysis of the coefficient of determination, which means the effect of X on Y is seen as 80 ,0%. This shows that the existence of honesty canteen activities in schools has a very positive impact on students' understanding of anti-corruption values.

Keywords: Honesty Canteen; Anti-Corruption Values

Abstrak.   Kata korupsi hampir setiap hari diliput oleh media massa dan menjadi perbincangan di berbagai kalangan masyarakat. Korupsi merupakan kejahatan yang tidak biasa (*ekstra ordinary crime*) karena dapat menimpa masyarakat dan dalam jangka panjang lebih membahayakan perilaku generasi muda. Jika kondisi seperti itu dibiarkan masa depan suatu negara akan sangat suram. Oleh karena itu perlu dilakukan langkah-langkah menanamkan nilai-nilai antikorupsi melalui pendidikan untuk menginternalisasikan nilai-nilai antikorupsi dengan berbagai cara salah satunya melalui penerapan kantin kejujuran. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kantin kejujuran dalam meningkatkan pemahaman siswa tentang nilai-nilai antikorupsi di SMPN 2 Cipunagara. Metode yang digunakan adalah kuantitatif dengan metode deskriptif verifikatif. Populasi adalah 391 siswa dengan sampel 78 siswa. Pendekatan yang digunakan adalah kuantitatif dengan metode deskriptif verifikatif. Teknik pengumpulan data melalui kuesioner, wawancara, observasi, dan analisis dokumen. Analisa data bertumpu kepada uji statistika hasil kuesioner yang didukung hasil wawancara, observasi, dan analisa dokumen. Hasil penelitian menunjukkan bahwa Model pengembangan kantin kejujuran berpengaruh signifikan terhadap budaya nilai-nilai anti korupsi. Hal ini dibuktikan dengan ditemukannya koefisien korelasi (r) sebesar 0895 yang berarti bahwa derajat hubungan antara variabel X yaitu kantin kejujuran sangat erat bahkan berhubungan sempurna dengan variabel Y yaitu pemahaman anti- nilai korupsi. Besarnya signifikansi dalam analisis regresi adalah $0,174 > 0,05$ dan nilai t hitung $17.463 > $ t tabel 00003289 sehingga dapat disimpulkan bahwa H1 diterima yaitu terdapat pengaruh X terhadap Y. Dan nilai R square sebesar 0.800 pada analisis koefisien determinasi yang berarti pengaruh X terhadap Y sebesar 80,0%. Hal ini menunjukkan bahwa adanya kegiatan kantin kejujuran di sekolah berdampak sangat positif terhadap pemahaman siswa terhadap nilai antikorupsi.

Kata kunci: *Kantin Kejujuran; Nilai-Nilai Antikorupsi*

INTRODUCTION

In almost every country, corruption is a crime, so talking about corruption is always interesting. First, corruption is called a crime because it affects the people and property of the state and must be used following the will of the people and the laws passed by the state. 2. Corruption is a social disease that destroys the country if it is not stopped immediately. Third, corruption is about people being picked and chosen from among educated and knowledgeable people and therefore should be regarded as role models for society (Kaaba, 2007).

Both in developed and developing countries, especially in active developing countries such as Indonesia, the phenomenon of corruption always appears in all lines of people's lives. The performance results of the Corruption Eradication Commission (KPK), which include data on handling corruption cases by the KPK, show 417 corruption cases by politicians and community leaders, including 274 DPRD participants, 21 governors and mayors. From 2004 to May 2020, the Regent and his representatives numbered 122 people (Suyatmiko, 2020).

However, although various efforts have been made in Indonesia to eradicate corruption, different institutions have carried out corruption in different ways (Setiadi, 2018). The effects of corruption include increasing the cost of living because consumers or the public ultimately bear the cost of bribes from entrepreneurs. This caused a substantial financial loss to the country. Weakening the authority of the government. This has led to various other crimes, including counterfeiting, smuggling, intimidation, and decreased quantity and quality of development. The government lost public support (Saptono., 2007).

In addition, corruption also impacts economic development by creating turmoil and high inefficiency. The culture of corruption destroys the civilization of the country, the economic system, and, even worse, the spirit of the country, especially the younger generation (Muliyawan, 2021).

Therefore, we need to act proactively through education and act in the form of oppressive regulations/laws. Educational institutions are strategic ways to convey good things and keep the younger generation free from corruption (Admin, 2020). Successful education can produce graduates who are pious, have mature personalities, have up-to-date knowledge and achievements, have a sense of nationality, and have a global perspective (Anwar, 2021).

Anti-corruption education is essential. Because education is a conscious effort to change people's behavior, including students who become future leaders (today's students, tomorrow's leaders), hoping that the younger generation consciously does it. Build anti-corruption values unique to anti-corruption

and have an anti-corruption spirit and character (Dawn, 2018).

Anti-corruption education is a personalized education that aims to improve the nation's personality, which is very important to be taught to school students. Education creates an anti-corruption character that promotes honesty, perseverance, courage and responsibility, independence, simplicity, justice, and tolerance. (Komalasari & Saripudin, 2015). Therefore, school institutions are expected to foster the anti-corruption spirit of students, strengthen the spirit of the younger generation, and work honestly, responsibly, and fairly when the management is renewed in the future.

The formal education sector can play a role in meeting the needs of preventing corruption indirectly through two approaches, namely: 1) targeting students; and 2) using students to suppress the environment so that it is not permissive to corruption (BPKP, 2004).

Anti-Corruption Education in schools invites students to consciously build the mentality that corruption is a disease that harms themselves, society, and the nation's future (Darmawan, Kesuma, & Permana, 2008). The strategy for implementing anti-corruption education in schools is carried out by teaching students the conveyed anti-corruption values.

Schools need to develop curricula to guide the implementation of anti-corruption education in schools. People's lives today are faced with increasing corruption cases. This can harm the younger generation and society and the life of the nation and state. Therefore, with the support of the community, the government must immediately implement an education plan that can foster an anti-corruption spirit and ultimately act anti-corruption (Dawn, 2018).

The addition of anti-corruption scores is carried out by integrating or entering anti-corruption scores into related courses. Anti-corruption class materials can later be added to Civics, Mathematics, Career Guidance, and Language subjects (Wibowo, 2012). In addition, it can be done through extracurricular activities such as scouting and creating/implementing an honesty canteen. The honesty canteen is a real laboratory to practice honesty so that students don't behave shamefully. Because honesty is part of the mandate, the value of honesty is an anti-corruption character (Halimah, Fajar, & Hidayah, 2021).

The honesty canteen is a tool to test students' honesty. The implementation of the honesty canteen is one of the efforts to increase students' spirituality in four aspects, namely awareness, truth, self-direction, and gratitude. However, based on the response of seller respondents, there is still an element of unwillingness when the income does not match the number of goods and becomes a loss. This means that the honesty canteen has not fully become a student's spiritual enhancer

because many still use it by doing cunning things such as not paying or taking more change (Parhan, Astuti, Putri, Alia, & Oktapiani, 2020).

This study uses the value-oriented theory of social rationality from Max Weber, based on the motivations and goals of the actors, who have different motivations and goals for their actions (Jones & Saifuddin., 2003). The rationality of value-oriented social behavior is a theory related to research and analysis of school strategies in providing honesty values to students through the honesty canteen at SMPN 2 Cipunagara.

Students as individuals who consider honesty canteens where the value of honesty itself is already known by students through socialization of values and norms in society, family, several subjects at school (religious subjects, Pancasila education and so on) and also socialization of anti-corruption education from an early age that carried out by the Subang education office.

The novelty lies in the approach used, namely quantitative. Most of the research results related to anti-corruption are used as references using qualitative methods. Apart from that, the anti-corruption values used are based on a review of the economic, sociological, and legal dimensions. Research that is used as a reference for reviewing anti-corruption values in general. How significant is the influence of the honesty canteen on increasing students' understanding of anti-corruption values at SMPN 2 Cipunagara?

RESEARCH METHODS

This study used a quantitative descriptive approach with an explanatory survey method, conducted on large and small populations to seek explanations and relationships between variables (Sugiyono., 2010). This survey was conducted on many individuals or units of analysis to find facts or factual information about the behavioral symptoms of groups or individuals and use the results as planning or decision-making material

The data processing in this study used appropriate statistics for causal purposes. The explanation includes explanations, but the focus of research as associative explanatory research is to explain the relationship between variables.

This study aimed at showing the effect of an honest canteen on students' understanding of the level of anti-corruption at SMPN 2 Cipunagara. The population of this study was all students with a sample of grades 7, 8, and 9. The sampling technique in this study used a random sampling technique, namely random or random sampling. The tools used were surveys, interviews, and observations carried out when researchers are trained to perfect their findings.

DISCUSSION

The Pattern of Honesty Canteen Development for Increasing Students' Understanding of Anti-Corruption Values at SMPN 2 Cipunagara.

The honesty canteen as one of the government's programs in instilling the nature of honesty for the younger generation has indeed received a positive response from the community. Now, the wider community agrees that establishing an "honesty canteen" in their midst is certainly necessary. The honesty canteen has no sellers and is unattended. Food or drinks are displayed in the canteen. A cash box in the canteen helps accommodate payments from those who buy food or drinks. (Sri Narwanti 2011) suggests that: The honesty canteen is a real example of the application of character values included in extracurricular activities in the education unit. So, through extracurricular activities, students can learn to understand values that can later influence and even shape the character of the students themselves according to the values implied in the extracurricular activities they participate in. So that extracurriculars held by educational units seem limited to ordinary extracurriculars and extracurriculars that have meaning to apply character values to students.

From the opinion above, it can be concluded that the honesty canteen is an implication of the application of character values, especially the honest character that the school instills in students from an early age.

Based on the results of the research that has been done, through interviews with 7 students and 4 teaching staff, it was stated that the honesty canteen can be developed because it has a positive impact on the growth of anti-corruption values, where students can get used to from an early age from the small things that exist in the community. The surrounding environment, including shopping with honesty.

The correlation test is known to have a significant value of $0.000 > 0.05$, which means the level of relationship between the X variable, the existence of an honesty canteen, and students' anti-corruption values. While the value of the correlation coefficient (r) of 0.759 can be interpreted that the level of relationship between the X variable, namely the existence of an honesty canteen, is very strongly related to the Y variable, namely the growth of anti-corruption values in students. The purpose of implementing an honesty canteen in schools is to create honest attitudes and behavior, instill discipline, a sense of responsibility, and develop a noble character for all school members (Phramantari, 2013).

Regression test can be seen that the significance value for the effect of X (Honest Canteen) on Y (Anti-corruption values) is $0.057 > 0.005$. The t-count value is $6.161 > t$ table 0.000893, so it can be concluded that H1 is accepted, which means there is an effect of X (honesty canteen) to Y (Anti-Corruption Values). The data from the results of the linear

regression analysis can be used as the basis for making decisions on the hypothesis in this study, namely the influence of the honesty canteen on the understanding of anti-corruption values in students. Based on the concept of psychological development, at this age, students have started to think in an abstract direction and leading to making hypotheses. Students can distinguish the motivation behind an action and consider it. They already have a standard of good or bad that appears in actual moral behavior. Therefore, it is necessary to use optimally to instill and foster their mindset independently and responsibly (Byrnes, 2008).

The correlation coefficient is known to have an R-square value of 0.575. This means that the effect of X1 (Honest Canteen) on Y (Anti-corruption Values). The magnitude of the impact of X1 (Honest Canteen) on Y (Anti-corruption Values) is 57.50%. Students' anti-corruption values are directly felt by the school, especially the teaching staff, principals, and administrative staff.

The pattern of developing an honesty canteen, starting with the procurement of similar items to more complex items, can significantly impact the inculcation of anti-corruption values. The more types of goods sold in the honesty canteen proportional to the increasing profits, the anti-corruption values in students will also increase. The honesty canteen is open, not guarded, how to pay it is put in a money box/place, and if there is change, the buyer takes it himself. Thus in the honesty canteen, students are touched by their awareness to learn and apply an honest and obedient attitude to themselves even though there is no supervising officer (Syaharuddin, 2009).

Supporting and Inhibiting Factors in the Development of an Honesty Canteen towards Increasing Students' Understanding of Anti-Corruption Values at SMPN 2 Cipunagara.

The implementation of the honesty canteen is not only involved in students, but all parties have the right to be involved, namely teachers, administrative staff and school guards. The teacher gives an example to be involved in the honesty canteen to become motivated to do it.

The supporting factors according to the results of interviews and observations in the field are as follows: the support from the school in the form of the availability of separate canteen building facilities from other canteens, the presence of outsiders who are willing to supply merchandise to the honest canteen, the enthusiasm of all students in play an active role in the honesty canteen.

Meanwhile, the inhibiting factors in the implementation of the honesty canteen are:

1. The lack of space available in the honesty canteen.

2. Only measuring 2m x 3m can hinder students' movement space and the limited space for storing goods.

3. The lack of suppliers of goods to the honest canteen.

4. The availability of goods in the honesty canteen.

Not every day, because the distance between the supplier and the school location is too far.

The results of this study are the efforts made by the school in running the honesty canteen as a strategy in teaching honesty values to students at SMK Pemuda Krian, namely in the form of:

1. Strategic placement of the honesty canteen with the aim of preventing fraudulent acts that will be committed by students when buying at the honesty canteen.

2. The existence of pamphlets containing words of encouragement to act honestly.

3. The existence of supervision in the operation of the honesty canteen through CCTV.

4. Involvement of students in the management of the honesty canteen.

5. Socialization to students about the importance of honesty canteen.

The existence of an honesty canteen can change students' attitudes to be more honest. The school's efforts in running the honesty canteen are actually able to encourage students to be honest when transacting in the honesty canteen (Maria & Suyanto, 2016).

After knowing the supporting factors and inhibiting factors, the researcher finally suggested some inputs for the continuity and progress of the honesty canteen in schools, including the canteen management coordinating with the school in facilitating the honesty canteen by placing the canteen in a more strategic location and a wider building, outside parties in raising funds or procuring more varied types of goods, raising investment funds in the honesty canteen from the teachers, school principals, administrative staff and investors from outside the school, improving the management of the honesty canteen.

Students are involved in becoming administrators and managers of the honesty canteen by applying the principles of openness and honesty. Thus the principal capital of honesty canteen management is honest (People, 2008).

The significant effect of implementing the development of an honesty canteen on increasing students' understanding of anti-corruption values at SMPN 2 Cipunagara Pearson Correlation Test Results

The significance value of 0.00 > 0.05 means that the level of relationship between variable X, namely the existence of an honesty canteen, has an increased understanding of anti-corruption values. While the correlation coefficient (r) of 0.895 can be interpreted that the level of relationship between variable X, namely the existence of an honesty canteen, is

very strongly and even perfectly related to variable Y, namely understanding of anti-corruption values in students.

The results of the Pearson Correlation analysis are in line with the opinion (Fajar, 2018) (Arnie Fajar, et al, 2018) that people's lives are currently faced with corruption cases that always appear before their eyes. This can damage the younger generation and the foundations of the life of the nation and state. Therefore, the government, with the support of the community, must immediately arrange an educational curriculum that is able to foster an anti-corruption spirit

Educational institutions have a big role in giving moral messages. Students' success is measured by the high and low grades and honesty, character, or character possessed. this is in line with (Syaharudin 2009) opinion that: Efforts to eradicate corruption in the long term will reap success if carried out with a combination of repressive, preventive, and integral education.

The establishment of an honesty canteen in schools is a means to form a positive mental attitude and honest personality among students and a fairly effective medium in developing a sense of responsibility in students as cadres of national leaders in the future.

From this explanation, it can be concluded that there is a positive contribution to an honesty canteen in increasing students' understanding of anti-corruption values. The Honesty Canteen is a laboratory for applying anti-corruption personality values as outlined in school extracurricular activities. Through honesty canteen activities, students recognize and understand the values that influence and even shape their personality according to the values that have been instilled.

Thus extracurricular activities at school do not stop at ordinary extracurricular activities but are activities that mean applying anti-corruption values for students. (Narwanti, 2011, p. 40). Values describe the desire to be good, have values , and influence the attitudes and behavior of people who have these values (Lawang, 2004).

Linear Regression Test Results

Schools can be prevented from acts of corruption as a means of educating future generations. After school, instilling an anti-corruption character is expected to be an honest individual who will become a leader in the future. One of the efforts to prevent corruption before there is an intention (preventive) and there is an intention (preventive) not to commit immorality is by habituation.

The preventive approach is real action in preventing anti-corruption actions. This is in line with the material contained in the book the Financial and Development Supervisory Agency (2004), namely: The preventive approach is an effort to prevent corruption which is directed at minimizing the causes and opportunities of corruption, while the

preventive strategy is directed at preventing corruption by eliminating or minimizing the causes or opportunities for corruption. One habituation as one of the real preventive actions carried out by schools is the existence of an open canteen. Prevention approaches and strategies are efforts to prevent corruption from reducing censorship and opportunities for corruption to arise (BPKP, 2002).

The results of the linear regression test analysis with a significant value of the effect of X (Honest Canteen) on Y (anti-corruption values) of 0.174 > 0.05 and the t value of 17.463 > t table 0.0003289, so it can be concluded that H1 is accepted which means there is an effect of X (honesty cafeteria) to Y (Anti-Corruption Values). So the existence of an honesty canteen carried out by a positive influence as a preventive measure to foster anti-corruption values from an early age.

From the explanation above, the researcher can conclude that an honesty canteen has a positive effect on students' understanding of anti-corruption values. The higher the role of the honesty canteen operated in schools, the higher the students' knowledge of anti-corruption values. According to the study results, the effect of applying the honest form shows a high degree in determining student morale (Nyimas, 2016).

Coefficient of Determination Test Results

Based on the results of the analysis, it can be seen that the R-square value of 0.800

means that the effect of X1 (Honest Canteen) on Y (Anti-corruption Values). The magnitude of the impact of X1 (Honest Canteen) on Y (Anti-Corruption Values) is 80.0%. This means that the existence of honest canteen activities in schools has a very positive effect on understanding anti-corruption values. The level of influence of 80.0% means that the influence is classified as strong. The role of the honesty canteen increases students' knowledge of anti-corruption values. The existence of Scout extracurricular activities and honesty canteens play an essential role in determining students' honesty values to achieve honest personalities (Fitra Aria, 2018).

In addition to the results of the analysis of the parameters above, which show a strong relationship and influence of the existence of an honesty canteen on students' understanding of anti-corruption values, it is also supported by the results of teacher questionnaires and field interviews. The positive influence between the existence of an honesty canteen with the level of understanding of student values.

The results of questionnaires and interviews with teachers and canteen managers show that the honesty canteen has a positive effect on the level of understanding of anti-corruption values , which is indicated by the number of goods sold according to the amount of money collected. As long as the honest canteen is in the school, it has never

experienced a loss and generates increasing profits.

The successful application of an integrated honesty canteen approach with a combination of prevention education and a comprehensive strategy is one of the efforts to eradicate corruption. The application of honesty canteens in schools is very important to develop the attitude of thinking and behavior of honest and responsible students who are the next generation of the nation. (Syaharuddin, 2009).

In terms of education, eradicating corruption is a preventive measure before there is an intention (pre-prevention) and an intention (preventing) not to commit acts of corruption. Thus the application of the honesty canteen is the implementation of anti-corruption education (Dawn, 2018). From the results of the study in the form of distributing questionnaires and interviews conducted by researchers to a number of respondents, the results of the normality test of the data were obtained as follows.

CONCLUSION

The honesty canteen implies the application of personal values, namely honesty which the school instills in students from an early age. Based on the results of research that has been carried out, this honesty canteen can be developed because it has a positive impact on the development of anti-corruption values where students can get acquainted since childhood. Environment including honest shopping.

Honesty canteen as therapy for students to instill anti-corruption character in the school environment. However, it has several supporting and constraining factors. The supporting elements are (1) support from the school in terms of canteen facilities and infrastructure (2) support from outside parties in the form of suppliers of goods (3) the enthusiasm of students in conducting transactions in the canteen honestly. At the same time, the inhibiting factors are (1) the lack of space and location of the canteen (2) the lack of several suppliers of goods (3) the limited number of goods.

The results showed that the significance value was $0.00 > 0.05$. We can understand that the degree of relationship between the X variable, namely the existence of an honesty canteen, is related to students' better understanding of anti-corruption values. While the value of the correlation coefficient (r) of 0.895, it can be understood that the degree of relationship between the X variable, namely the existence of an honesty canteen, has a very close relationship. In fact, it fits very well with the Y variable, namely the understanding of anti-corruption values among students. Therefore, schools must establish and develop honesty canteens to train students to practice and test their honesty and responsibility.

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Buton Cultural Potential in Curriculum Policy Development of Early Childhood Education Unit in Baubau City

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Abstract. This study aims to determine the potential of Buton culture in developing curriculum policies in the PAUD unit in Baubau City. In this study, the method used is qualitative, located in the city of Baubau. The technique of extracting data is through observation, interviews, and documentation. The study results show that Baubau City is a historical place rich in Buton cultural heritage and has become a tool for harmonization and harmony of diversity that has existed for hundreds of years. Buton culture is not *tangible* and *intangible,* so this potential must be preserved, developed, and integrated in a systematic and structured manner, namely through learning activities in the PAUD unit in its development in the PAUD unit, the Buton culture is creatively integrated into appropriate learning themes. . It is hoped that early childhood will have the potential of the Buton cultural character so that the Baubau City Government as a regional policyholder needs to formulate policies as a reference for developing a local curriculum based on Butonnese culture in PAUD units throughout the city of Baubau.

Keywords: Buton Culture; Policy of local curriculum; early childhood education

Abstrak. Penelitian ini bertujuan untuk mengetahui potensi budaya Buton dalam pengembangan kebijakan kurikulum di satuan PAUD Kota Baubau. Dalam penelitian ini, metode yang digunakan adalah kualitatif yang lokasinya di kota Baubau. Teknik penggalian data yang dilakukan adalah melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa Kota Baubau adalah tempat bersejarah yang kaya akan warisan budaya Buton dan menjadi alat harmonisasi serta kerukunan keberagaman yang telah ada sejak ratusan tahun yang lalu. Budaya Buton ini tada yang bersifat *tangible* dan *intangible* menjadi potensi ini harus dilestarikan, dikembangkan, dan diintegrasikan secara sistematis dan terstruktur yaitu melalui kegiatan pembelajaran di satuan PAUD dalam pengembangannya di satuan PAUD, budaya Buton tersebut diintegrasikan secara kreatif ke dalam teman-tema pembelajaran yang sesuai. Diharapkan anak usia dini kelak memiliki karakter budaya Buton yang petensial tersebut. Sehingga Pemerintah Kota Baubau sebagai pemegang kebijakan daerah perlu untuk menyusun kebijakan sebagai acuan pengembangan kurikulum lokal berbasis budaya Buton di satuan PAUD se kota Baubau.

Kata kunci: Budaya Buton; Kebijakan kurikulum lokal; pendidikan anak usia dini

INTRODUCTION

Baubau City is located on Buton Island, Southeast Sulawesi Province, and obtained city status in 2001 based on Law no. 13 of 2001. In the past, the city of Baubau was the capital or administrative center of the Sultanate of Buton, to be precise in Wolio, known as the Buton Palace.

The population of Baubau can be characterized as a heterogeneous society, consisting of a mixture of various ethnic groups, namely, Wolio, Cia-CIA, Pacana, Bugis, Javanese, Karingkaring (Bali), Muna, Chinese, Toraja, and others. They also still adhere to the values of their original culture. However, these different ethnicities still communicate in Indonesian as a formal language, such as in schools/education units. Meanwhile, the Wolio regional language is still used to communicate in society.

As the former administrative center of the Sultanate of Buton, Baubau city has various cultural heritages of the Sultanate of Buton as a proud form of the past civilization. Such as Fort Keraton Buton or Fort Wolio, which is declared the world's largest fort. In addition, there are also various cultural values of Butonese that are still alive in the heterogeneous city of Baubau.

Such as the cultural value of Buton Sara Pataanguna, which has long been the life philosophy of the Buton people (Putra, 2018). And this is a buffer for the various tribes/ethnicities in the city of Baubau to live in harmony and respect each other. In ethnic, social structures other than Wolio, these cultural values can be a tool for maintaining harmony because these values have a basis that follows the cultural values of the various ethnic origins. This continues to be the people's personality in Baubau City from generation to generation. And there are many other forms of Bhutonese culture.

Buton cultural values can become an umbrella for the cultural diversity of various ethnicities in Baubau City. (Tahara, 2019) argues that Butonese cultural values can be integrated into the school or formal curriculum. The types of formal education in Early Childhood Education (PAUD) are Kindergarten (TK) and Raudatul Athfal (RA) (Primanisa & Jf, 2020).

In 2020, there are 172 Kindergartens (TK) and 29 Raudatul Athfal (RA) formal Early Childhood Education (PAUD) units in Baubau City. There are 342 kindergarten teachers and 152 RA teachers. The number of students in kindergarten is 3,235, and in RA, there are 1,715 students (BPS Baubau City, 2021). Thus, in Baubau City, there are 101 PAUD units with 494 teachers and 4,950 students/early children.

Then, the Regulation of the Minister of Education and Culture Number 146 of 2014 concerning the 2013 PAUD Curriculum imposes several principles considered in the development of the PAUD curriculum (Fadlillah, 2017). Among them, namely, the

PAUD curriculum should be contextualized (Hadiansah & Rabiussani, 2019), in this case considering regional characteristics, school conditions, and student needs. In addition, the curriculum is designed so that all development programs become the basis for the development of the child's personality as a whole (Wijaya, 2017). In addition, the curriculum is built taking into account the socio-cultural characteristics of the local community, with an emphasis on cultural preservation. In this situation, the curriculum must cover various possible demands, problems, and profiles of the local area so that early childhood can understand, respect, and love the local culture. Thus, Buton culture can be integrated into the PAUD curriculum as a cultural feature of the local community so that early childhood learns contextually.

Based on the results of the initial data mining, it was found that there was concern from the community who thought that the children's knowledge of Buton's cultural values was getting less and less known to the children or was only known to me at certain times. In addition, it was also found that the local content curriculum at the Early Childhood Education level in Baubau City does not yet exist, so it has an impact on the difficulty of preparing the PAUD unit level curriculum in integrating/based on Buton culture as local culture as stated in Regulation of the minister of cultural education Number 146 of 2014 concerning Curriculum 2013 PAUD.

Several studies related to Butonese culture that can be used as learning materials in early childhood education have been carried out, such as the research conducted by (Kurniati, 2017) about Butonese folklore as literacy material in early childhood education. The research was also conducted by (Kurniati et al. 2020) about the local wisdom of woven sarongs and traditional Buton clothes as learning materials in PAUD. (Kurniati et al, 2020) also researched the development of early childhood children's emotional, social, and emotional abilities through traditional Buton games. Research conducted by (Jeti et al. 2020) on implementing the Buton Bhinci-Bhinciki Kuli philosophy in early childhood. Research conducted by (Tahara, 2021) on the cultural values of Sara Pataanguna as the heritage of Butonese ancestors that contribute to socio-ethical norms.

However, these studies only focus on some of Buton's cultural values used as learning materials in PAUD. There has been no research that has focused on studying the potential of Buton culture in the development of PAUD curriculum policies. So that this research is directed towards the cultural potential of Buton in the development of curriculum policies for the Early Childhood Education unit as a new value. Where this study can have implications for the formulation of PAUD unit level curriculum

policies that formally incorporate Butonnese cultural values into PAUD learning.

RESEARCH METHODS

The research method used was qualitative research, which Sought to explore in detail and in-depth in obtaining sufficient data and focus on studying the potential of Butonese culture in developing curriculum policies for early childhood education units. This research method to study a natural condition, where researchers were directly involved in providing meaning or interpretation based on facts, symptoms, or reality. Related to this research, the researcher was directly involved and provided an interpretation of a fact or symptom about Butonese culture that could develop curriculum policies for early childhood education units. This research was conducted in Baubau City.

In the first stage of the research, the researcher made preparations by conducting a preliminary study, searching written power data or literature studies, and completing and making other data as comparisons such as regional profiles and local people's lives. An in-depth study of the literature focuses on the analysis of policies and the results of previous research. Furthermore, the researchers developed research aids in interview guidelines, observations, and documentation.

The second stage was that the researcher extracts data/information with an interview, observation, and documentation techniques related to the research focus. Observations were made through observations on the tangible culture of Buton. In-depth interviews focused on obtaining intangible cultural data of Butonese and strengthening other information for Butonese culturalists, heads of PAUD units, PAUD academics, and others. Documentation was carried out to record the data obtained in documents, photos, and recordings that were useful as supports to strengthen the findings. The results of observations and interviews were made in field notes and contained conclusions and interpretations.

The third stage was data processing, which includes: (1) data reduction, namely the process of selecting, focusing, simplifying, and transforming the raw data that emerges from field notes; (2) data transformation, namely the process of transforming rough data that emerged from field notes by reducing some of them. The reduced data was data that did not support the focus of this research. (2) Presentation of data, namely the presentation of reduced data or information in the form of pictures or tables, to describe as a whole and easy drawing conclusions from the data collection.

DISCUSSION

Policies related to Early Childhood Education Curriculum

The operating principle or method adopted to govern decision making is referred to as a policy (Desrinelti et al., 2021). Moreover, policies can be seen as guiding principles that guide behavior towards a particular goal, problem or activity (Safitri et al., 2021). So policies can be characterized as provisions that provide principles that guide the methods used to achieve certain goals (Mushlih, 2018). With regard to early childhood education, policy can be stated as a concept that defines general goals and how to implement activities or take necessary actions to achieve goals within the scope of early childhood education.

The government provides support for local culture-based curricula through national policies (Suharto & Solihati, 2020). There are several national policies that have been implemented and can provide reinforcement for the development or issuance of local culture-based curriculum policies by local governments, which can be seen in Table 1 below:

Table 1. National Policy on Curriculum in Early Childhood Education

No	Kebijakan Nasional	Muatan
1.	Law Number 20 of 2003 concerning the National Education System	Government determines national policies and national standards education to ensure the quality of national education. Reference curriculum development based on the uniqueness of regional potential.
2.	Presidential Regulation of the Republic of Indonesia Number 60 of 2013 concerning Integrative Holistic Early Childhood Development	The development of Holistic Integrative AUD is carried out in an integrated and harmonious manner between related service institutions, according to regional conditions, based on a constructive culture.
3.	Minister of Education and Culture Regulation Number 146 concerning 2013 Curriculum for Early Childhood Education	Contains guidelines for curriculum development at the education unit level to assist educators in developing contextual operational curricula.
4.	Law of the Republic of Indonesia Number 23 of 2014 concerning Regional Government.	There is a division of education-related affairs between the central, provincial, and local governments.
5.	Government Regulation Number 57 of 2021 concerning National Education Standards	Efforts to improve the quality of education in accordance with the demands of changes in local, national and global life.

6.	Decree of the Minister of Education and Culture of the Republic of Indonesia Number 71/P/2021 concerning PAUD and PNF. Accreditation Tools	The PPA and IPV instruments for accreditation of PAUD units contain assessment points regarding the reference to the PAUD unit level curriculum, a mixture of national and local.

Based on Table 1, it is known that there are national policies whose contents are related to culture-based curriculum in Early Childhood Education. Law Number 20 of 2003 concerning the National Education System in Article 36 paragraph (1) Curriculum development is carried out concerning national education standards to achieve national education goals. Article 36 paragraph (2) states that curriculum development is carried out in various ways to allow adjustment of educational programs in PAUD units to the conditions and characteristics of the region's potential. Then in article 50, paragraph (2), it is stated that the government determines national policies and national education standards to ensure the quality of national education. The implication is the existence of national policies and National Education Standards.

Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013 PAUD curriculum contains a basic curriculum framework based on an educational philosophy rooted in the nation's culture. Children are the inheritors of the nation's creative culture. They were developed based on the diverse culture of the Indonesian nation with the principle of Bhineka Tunggal Ika. The competencies embedded in this curriculum will guide early childhood to become heirs of the nation's culture who are creative and care about the problems of society and the nation.

School is a means of sharing experiences and forming children's character (Gitananda & Trisdyani, 2020). Indonesia is a multicultural country in the unity of Bhineka Tunggal Ika as a strong national character to this day. The 2013 PAUD curriculum frames culture so that children become proud, which is reflected in their personal, social, and national lives. The sociological foundation of this curriculum emphasizes that Indonesian society is diverse, and the PAUD unit represents this diverse society. This Permendikbud also contains guidelines for curriculum development at the education unit level to assist educators in developing contextual operational curricula. The implication is that there is a basic curriculum framework and structure of the PAUD curriculum, learning guidelines, KTSP development guidelines, and educator guidebooks containing contextual learning operational guidelines in PAUD units.

Presidential Regulation of the Republic of Indonesia Number 60 of 2013 concerning Integrative Holistic Early Childhood Development states that one of the specific objectives of developing Integrative Holistic

Early Childhood is the implementation of integrated and harmonious early childhood services among related service institutions, according to regional conditions; and the realization of the commitment of all related elements. In addition, Article 3 states that one of the references in the holistic and integrative early childhood development is a constructive culture-based principle. One of the strategies carried out is to internalize religious and cultural values , as stated in Article 4. So that it has implications for the internalization of constructive religious and cultural values in Integrative Holistic PAUD, this is supported by (Kasmiati, 2021) opinion that learning planning in PAUD needs to be designed to include the values of multiculturalism.

The Law of the Republic of Indonesia Number 23 of 2014 concerning Regional Government explains a division of affairs related to the education sector between the central, provincial, and regional governments. There is a division of affairs, one of which is the local government's determination of the local content curriculum, early childhood education, where the determination of the local content of PAUD curriculum is the business of the local government.

Government Regulation Number 57 of 2021 concerning National Education Standards contains efforts to improve the quality of education following the demands for changes in local, national, and global life. National Education Standards are used to reference curriculum development and education administration to realize national education goals. Material development must be contextual following PAUD environmental conditions, local culture, institutional support capacity, and social life around PAUD. The results of (Susanti et al, 2021) support that learning activities in PAUD can be innovated from various natural materials as a form of local wisdom. (Kurniati, 2019) also added that children would know the real environment when children play in their surroundings. The child will know how he behaves, and this will be a provision for his life readiness when socializing later.

The themes and sub-themes of the scope of the PAUD curriculum material are arranged according to the characteristics, needs, stages of child development, and local culture. This shows that children's local culture is essential in preparing the PAUD curriculum. So that curriculum development in PAUD units must follow the region's potential, students, and the school environment.

Decree of the Minister of Education and Culture of the Republic of Indonesia Number 71/P/2021 concerning PAUD and PNF Accreditation Tools, where in the Accreditation Prerequisite Assessment (PPA) and Visitation Assessment Instruments (IPV) there are assessment items regarding the PAUD unit level curriculum reference, one of which is a mixture of national and local which will have value if it fulfills one of the elements

such as the PAUD unit having a reference document for a mixed national and local curriculum.

b. Buton's Cultural Potential for Early Childhood Education

Buton or Wolio is a kingdom or sultanate that used to exist on the island of Buton. (Tahara, 2019) states that Buton has a government system in the form of a kingdom built by immigrants from Johor whose primary goal is to introduce Islam. With the introduction of Islamic ideas in the 16th century, the kingdom's position was changed to a sultanate that lasted for approximately 400 years and was completed in the 20th century (in 1960) with the death of Sultan Laode Muhammad Falihi as the last sultan. Buton Island, Muna Island, and surrounding islands such as Kabaena Island and Wakatobi Islands, as well as the Poleang and Rumbia areas on the Southeast Sulawesi Peninsula, Selayar Island, which is now part of the province of South Sulawesi, and the Maluku Islands, are all part of the territory of the Sultanate of Buton. Buton's government center is located in the Baubau City area, in Wolio, and is also known as the Buton Palace.

Based on the study results, it was found that the PAUD unit in Baubau city had not introduced Buton culture through integration into the local content curriculum at the PAUD unit level. The activity in Baubau city requires children to wear traditional Butonnese clothes or a touch of Butonese in competition activities. This is in line with Hayati's opinion (2021) that, in general, PAUD units introduce culture to children only through children's participation in several activities, such as children's day carnivals.

Many Butonese cultures can be integrated into the PAUD unit curriculum. The Butonese culture in Baubau City, which can be used as learning material in Early Childhood Education, can be seen in Table 2 below.

Table 2. Buton's Culture in Baubau City as Potential Learning Materials in Early Childhood Education.

No	Type of Culture	Name of Culture
A.	*Tangible*	1. Forts: Wolio Fort, Sorawolio Fort, Baadia Fort, Fort 2. Palace : Kamali Baadia Palace, Scientific Palace, Malige 3. Mosque: Masigi Ogena, Quba Masjid Mosque 4. House: Kamali Kara, Kamali Bata 5. Stone: Popaua Stone, Gandangi Stone 6. Flagpole : Kasulana Tombi 7. Cave: Arupalaka Cave 8. Anchor ship
B.	*Intangible*	1. Traditional Ceremonies: Posuo, Posipo, Alana Bulua, Dole-Dole, Tandaki 2. Ethnic diversity: Wolio, Cia-cia, Pancana, Bugis, Javanese,

		Karingkaring (Bali), Toraja
		3. Philosophy of life: Bhinci-bhinciki coolie, Poamae-maeka, Popia-piara, Pomaa-maasiaka, Poangka-angkataka
		4. Arts: dance and music
		5. Literature: kabanti, the story of Oputa Yi Koo
		6. Crafts: pottery, brass, woven fabric
		7. Traditional games: pebudho, pelejo, pakaleko, pakasedhe-sedhe, edha, pakaopo-opo, ase
		8. traditional Institutions : Parabela, Sara Kidina

Based on Table 2, it is known that the Butonese culture in Baubau city consists of tangible and intangible cultures. Baubau City, as an area of the former Sultanate of Buton, has a lot of cultural heritage that is hundreds of years old which can be used as a potential for regional development. Not only in the field of tourism but will have an impact on the field of education such as early childhood education. (Hastuti & Hidayat, 2014) argue that there are two types of cultural heritage: tangible and intangible.

The theme chosen in early childhood learning is the closest theme to the child's life environment in relation to early childhood education. So that culture can be a stimulus so that children gain experience, knowledge and skills. Buton culture is a tool of minds with various variations. For example, one of Buton's tangible cultures is Wolio Fort.

The Buton culture of Wolio Fort can be used as an inspiration for children when playing with blocks on the theme of my environment. Children can arrange blocks that are shaped like Wolio Fort. In addition, the teacher can also combine the Butonese heroic stories, such as the story of Oputa Yi Koo as an archipelago hero from Buton.

One of Buton's cultures that is intangible is the philosophy of life. (Taharu & Mustaqim 2020) argue that the philosophy of Butonese culture, the value of Koiimani-Kosabara-Koikiri, can be integrated into learning. In addition, the research results of (Husniah et al. 2020) supports it. Namely, traditional Buton games can improve students' prosocial abilities.

Butonnese culture has not been integrated into the PAUD unit level curriculum because no specific policy regulates this. (Kurniati et al. 2020) argue that early childhood learning materials can be innovated by integrating the local wisdom of an area. These studies and conditions indicate that policies related to local curriculum development that utilize Butonnese culture are essential, so local governments must formulate these policies.

Buton culture-based local PAUD curriculum is needed to integrate and foster enthusiasm for Butonese traditional values and culture. The integration of Butonese culture into the PAUD curriculum will have implications for the preservation and development of Butonese culture and as a basis for teaching social, cultural, and educational values in early childhood. This is supported by (Wulansari, 2017) opinion that the development of a curriculum with local wisdom can be carried out in all PAUD institutions in Indonesia to prevent the extinction of local culture. Then children will know and love the natural, social, cultural and spiritual environment in their area. As well as strengthening early childhood character education (Amil et al., 2019).

Thus, the Butonese culture is a potential that can be integrated into the PAUD unit curriculum. Its application makes children recognize their environment, play an active role in society, have character, and become heirs of the nation's creative culture.

CONCLUSION

Baubau City is an area full of Buton's cultural heritage, a source of pride. This potential must be maintained, developed, and its values integrated into the personality of the nation's next-generation starting at an early age. For this reason, a policy by the local government is needed that can be obeyed and becomes a guide or guide for PAUD units in Baubau City so that they can integrate Butonese culture into the PAUD unit curriculum.

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Ethnic Crossing Politics as a Political Strategy for the Winning Candidate Pair Radiapoh Hasiholan Sinaga & Zonny Waldi in the 2020 Simalungun Regent Election

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Abstract. This study aims to examine the political strategies used by Radiapoh Hasiholan Sinaga and Zonny Waldi in the election of candidates for the regent of Simalungun Regency in 2020. After the simultaneous and direct elections were held, political dynamics at the local level are still inseparable from ethnicity, religion, and kinship issues. This is what makes political competition in the region more heated. Therefore, a political strategy is needed, essential for political marketing. Radiapoh-Zonny's victory was inseparable from the political strategy used. Political strategy is formed from crucial issues in the Simalungun community, such as the plurality of tribes, religions, and groups. From these problems, a cross-ethnic political strategy was formed. Cross-ethnic politics is the election and incorporation of Simalungun regent candidates from various ethnic groups, religions, and races in the Simalungun Regency. The research method used is qualitative with literature study. Data collection techniques are carried out by collecting various literature such as research results, books, and journals. Data analysis was carried out using the triangulation method. This study shows that the issue of ethnicity has been successfully used as a political strategy not to divide society but rather as a political marketing strategy to attract voters' attention.

Keywords: Cross-Ethnic Politics, Winning Strategy, Simalungun Regent Election 2020

Abstrak. Penelitian ini bertujuan untuk melihat strategi politik yang digunakan oleh Radiapoh Hasiholan Sinaga dan Zonny Waldi dalam pemilihan calon Bupati Kabupaten Simalungun tahun 2020. Pasca dilaksanakannya pilkada serentak dan langsung, dinamika politik di tingkat lokal masih belum terlepas dari persoalan etnisitas, keagamaan serta kekerabatan. Hal inilah yang menjadikan kompetisi politik di daerah semakin memanas. Oleh karena itu dibutuhkanlah sebuah strategi politik yang merupakan bagian penting dalam marketing politik. Kemenangan Radiapoh-Zonny tidak terlepas dari strategi politik yang digunakan. Strategi politik dibentuk dari isu-isu krusial yang ada dalam masyarakat Simalungun seperti kemajemukan suku, agama dan golongan. Dari persoalan tersebutlah strategi politik silang etnis terbentuk. Politik silang etnis adalah pemilihan dan penggabungan calon bupati Simalungun yang berasal dari berbagai suku, agama, dan ras yang ada di Kabupaten Simalungun. Adapun metode penelitian yang digunakan adalah kualitatif dengan studi pustaka. Teknik pengumpulan data dilakukan dengan mengumpulkan berbagai literatur seperti hasil penelitian, buku dan jurnal. Analisis data dilakukan dengan metode triangulasi. Adapun hasil dari penelitian ini bahwa isu etnisitas berhasil digunakan sebagai strategi politik bukan untuk memecah belah masyarakat, melainkan sebuah *political marketing* untuk menarik perhatian pemilih.

Kata kunci: *Politik Silang Etnis, Strategi Politik, Pilkada Simalungun Tahun 2020*

INTRODUCTION

This study wants to see the cross-ethnic political strategy used by the Radiapoh-Zonny pair in the election of the Regent in Simalungun Regency in 2020. This research provides a different space on the issue of ethnicity in Indonesia. So far, the issue of ethnicity has always been an issue that is alleged to be dividing society. This departs from the diversity of tribes, religions, races, and groups in Indonesia, which is why the issue of ethnicity is so sensitive to be discussed. However, in this study, the issue of ethnicity is not used as a political tool to gain power. Instead, ethnicity is used as political marketing for contestants to attract voters' attention. This is what makes this research interesting to study because it has differences from previous research.

Since the collapse of the New Order in 1998, strengthening local democracy has become one of the essential conditions for the reform process to run. But unfortunately, the local democracy that was built after the New Order gave birth to the mobilization of ethnic forces, kinship, and religious sentiments. So that in every election, both the Regent and Governor to the Village Head still consider ethnic and religious representation, to power-sharing between dominant ethnic groups. (Manan, 2004).

Strengthening the quality of local democracy makes political competition getting hotter. Every political candidate must be able to compete fiercely for voter support. The increasingly fierce competition is certainly inseparable from the journey of post-reform local democracy. Local democracy is still characterized by the control of certain elites over democratic institutions making the democratic process elitist (Democracy and Human Rights Study Institute (DEMOS), 2005). The old predatory elite based on political parties still dominates the political scene (Robison & Hadiz, 2004). This means that the development of democracy after the collapse of the New Order did not eliminate the power of the old elites (Schulte Nordholt & van Klinken, 2014). Through electoral democracy, the old elites built alliances with the local middle class with a patronal character, which was ethnic-based (Suwignyo, 2015).

One of the studies that Mukmin, BA and Damanik have carried out on Political Demography of North Sumatra: Analysis of Community Political Choices Based on Population Distribution, Religion, and Ethnicity in the 2018 North Sumatra Governor Election shows that North Sumatra is one of the regions with population distribution based on similarity in religion, ethnicity, and origin. Regional proposal. This impacts the political choices of the people of North Sumatra. Especially in the 2018 North Sumatra gubernatorial election, where the issue of ethnicity and the sons of the region became a

vote-getter to gain power (Mukmin & Damanik, 2018).

This is in line with the research conducted by Ahmad J. In this study, it was found that the reformation had changed the political system in Indonesia. These changes impact political shifts from the central government to the regions, giving birth to ethnic sentiments. This also happened in Jambi, which provided space for the issue of ethnicity to emerge and develop (Ahmad, 2015).

Therefore, to improve the quality of local democracy in Indonesia, the government issued Law No. 22 of 1999 concerning Regional Government. This is further strengthened by Law No. 32 of 2004, which replaces Law No. 22 of 1999 (Romli, 2018). The people directly elect regional heads (regents, mayors, and governors) based on the new law. This replaces the role of DPRD, which has been responsible for selecting regional leaders. The law is considered a solution to problems that arise in the post-reform area.

After the law was passed, in 2015, the local elections began to be carried out directly and simultaneously. Simultaneous "transitional" elections have begun to be piloted. At that time, not all regions did it. There were only about 224 regencies and 36 cities in Indonesia. There are several reasons why the people must conduct the elections directly. First, this is to break the oligarchy,

challenging to eliminate in the local political dimension. Second, with direct local elections, the quality of public participation will improve. Third, the direct election will make the selection process bottom-up. After that, simultaneous local elections were held to minimize the costs incurred. So that the state can save money by holding simultaneous regional elections (Romli, 2018), however, the law could not answer all the problems that exist in the region, including the issue of ethnic politics. Ethnicity politics remains a hot issue in the areas, especially before the regional head elections and village head elections.

RESEARCH METHODS

Research is an essential part of the development of science. Research places the most urgent position in science, to develop it and protect it from extinction (Bungin, 2011). Researchers can recognize the subject, feel what the subject feels in everyday life. Qualitative research will involve researchers to understand the setting of the phenomenon being studied (Basrowi & Suwandi, 2009). This research used a qualitative method with a literature study. Sources of data come from primary and secondary data. Preliminary data were researchers who analyze answering research questions, while secondary data were books, journals, and relevant research results. The data collection method was carried out from various literature such as books, journals, and relevant research. Data analysis was done

by the triangulation method. Triangulation is done by comparing the data that has been obtained (Sugiono, 2012).

DISCUSSION

Simalungun Regency is one of 33 regencies/cities in North Sumatra. This district consists of 31 sub-districts, 310 villages (nagori) and 21 sub-districts. Demographically, Simalungun Regency is located on the shores of Lake Toba with fertile soil conditions. Local residents take advantage of the fertile natural conditions by farming. So that the majority of the population in Simalungun Regency are farmers. The rest of the people work as civil servants, entrepreneurs, raising livestock, etc. Administratively, Simalungun Regency is located in North Sumatra Province, which is precisely in the middle of the province. Geographically, it is located between the coordinates of 20 36' – 3 0 18' North Latitude and 980 32' - 990 35' East Longitude. Administratively, Simalungun Regency is bordered by: To the north. It is bordered by Serdang Bedagai/Deli Serdang. In the west it is bordered by Karo. In the east, it is bordered by Asahan/Batu Bara Regency. It is bordered by Toba Samosir Regency and Samosir Regency to the south.

Simalungun Regency is also one of the areas with a high level of community pluralism. This plurality is seen from the variety of ethnicities, religions, and groups that inhabit this region. The tribes who live here are the Simalungun Batak, Pakpak Batak, Karo Batak, Malay, Minangkabau, Sundanese, Chinese, and Javanese, who are immigrants and are the most numerous in this region. In terms of religion, Islam is the most common religion in this area. Then there are Christians, Protestants, Catholics, Buddhists, and Hindus. All spread in various areas in Simalungun district. This plurality is often used as a political tool in an election. Especially since the decentralization policy initiated by the government began to be moved. Regions seem to lose control in managing their local democracy. The issue of ethnicity stands tall and is difficult to shake. This makes the political competition more challenging.

The regional head election of Simalungun Regency in 2015 was followed by a candidate pair who stumbled upon a legal case but eventually succeeded in participating in the regional head election. The character is JR Saragih. The 2015 regional head elections had to be postponed due to legal issues involving JR Saragih and Amran Sinaga. The two pairs of candidates for Regent were removed from the Simalungun KPU. However, the Supreme Court decided that the pair could participate in the regional head election in the end. This pair also won the 2016 Simalungun regional head election (Pasaribu, 2017).

This figure is identical to Simalungun Regency. The power and power of JR Saragih

seem challenging to eliminate in the political arena in Simalungun (Situmorang et al., 2020). In addition, the strong support from the Democratic party as the major party in Simalungun adds to the strong dominance. But unfortunately, the dominance and power of JR Saragih could not continue. In the 2020 regional head election, JR Saragih can no longer run as a candidate for Regent.

JR Saragih's political domination power does not stop there (Situmorang et al., 2020). Through his brother, it seems that he wants to continue his brother's power in the 2020 Simalungun regional head election. Anton Achmad Saragih paired with Rospita Sitorus in the last serial number (4), which PAN, PDIP, and Nasdem support. The 2020 Simalungun regional head election consists of four political pairs. The serial number 1 candidate pair Radiapoh Hasiholan Sinaga - Zonny Waldi is a pair that comes from businessmen and bureaucrats. They were promoted by Perindo, Golkar, Hanura, PKS, and the Berkarya Party. Candidate number 2, Muhajidin Nur Hasim-Tumpak Siregar, is supported by the Democratic Party and Gerindra. Candidate number 3 is Maruli Wagner Damanik-Abidinsyah Saragih, a non-party/independent fighter. Lastly, candidate pair number 4, Anton Achmad Saragih – Rospita Sitorus, is supported by PDIP, PAN, and Nasdem.

Apart from the political power of one of the figures in Simalungun, the political dynamics in the Simalungun regional head election cannot be separated from the issue of ethnicity. When viewed ethnographically, this area does have a high level of community pluralism. This is marked by various ethnic groups, religions, races, and groups. The original tribe that inhabits Simalungun is the Simalungun Batak tribe. This tribe is known to be very thick with customs and customs. In addition to these tribes, there are also other tribes such as the Pakpak Batak, Karo Batak, Javanese, Minang, Sundanese, Chinese, and Malay. Although North Sumatra is famous for its heterogeneous society, there is no dominant culture (Bruner, 1961). It is known that about 15 ethnic groups are living in North Sumatra, but none of them dominate. Likewise, in religion, the majority of Muslims, but no one dominates. This makes it easier for society to be polarized based on ethnicity segments (Williams et al., 1964). Ethnicity is used to fight for power and interests that a group of people deliberately carries out. So that in the phenomenon of the development of democracy in North Sumatra, religion and ethnicity become the most important part in identity politics.

This is reinforced by Erond L Damanik's research on ethnic politics at the local level in 2018. Where the decentralization and regional autonomy agendas turned out to display a democratization process that went too far. In the end, the policy of decentralization and regional autonomy gave birth to a dynamic of localization of power in the regions. This

localization is related to the issue of ethnicity, which is not only interpreted as a matter of primordialism but also about political tools. North Sumatra is one area that feels the impact of this localization. Elections for governors, regents, and village heads always involve ethnic issues (Damanik, 2018). So that reform is often seen as the cause of strengthening ethnicity politics at the local level.

The same thing is also found in the book on "Primordialism politics in elections in Indonesia." In the book, it is found that the political presence of primordialism is inevitable as a product of decentralization. The result of this policy is that the phenomenon of ethnicity, regionalism, the sultanate is included in the political realm (Habbodidn, 2015).

This is the opposite in the early days of independence. The issue of ethnicity is not popular in politics. in the book entitled "Religion and Ethnicity as Political Issues," it is explained that in the 1955 elections, political parties that used ethnic identity issues did not win. As a Muslim-majority country, the election's winner did not come from an Islamic party. One reason is that the spirit of anti-colonialism is more popular than ethnicity (Widyawati, 2014). Based on the various references described above, a fundamental difference was found with this study. Ethnicity does not always have a negative meaning but can be used as a political strategy of a political nature. This certainly provides a new discourse

in the field of political science that can be distinguished from other works. The issue of ethnicity has indeed grown and developed from time to time. However, it reached its peak of glory when the reforms rolled. After the reform, the issue of ethnicity has not been resolved but has grown stronger. The decentralization policy has provided space for local elites to assert their power. It is undeniable that decentralization fosters intense competition in local political contestations. So that every political contestant who will advance in a democratic party must have a political strategy that is right on target. Especially considering the number of political parties currently, political marketing is an important part.

Simalungun Regional Head Election In 2020

At the beginning of the establishment of Simalungun Regency, the capital city was Pematang Siantar. However, after Pematang Siantar became an autonomous region, the capital city of Simalungun Regency became Pematang Raya. Simalungun Regency was formerly known as the base of the Golkar Party. However, the power of the Golkar party began to shift with the presence of the Democratic party in Simalungun. Moreover, when JR Saragih became the Regent of Simalungun, the Democratic party managed to be at the peak of its glory. But along with the fall of JR Saragih's power, the strength of the

Democratic party began to weaken. This can be seen from the victory of the candidate pair promoted by the Golkar party again, namely Radiapoh-Zonny.

The political dynamics in this area are also not far from the issue of ethnicity. Ethnicity is often political bait in winning political contestations. This is what makes power interplay and the competition more challenging. So it takes a political strategy to conquer the hearts of the people.

The election for the regional head of Simalungun Regency will take place on December 9, 2020. Four pairs of candidates have registered as candidates for Regent. The following is a list of candidate pairs and their supporting political parties.

1. Radiapoh Hasiholan Sinaga- Zonny Waldi. Radiapoh is an entrepreneur, while Zonny is the Head of Industry & Trade of North Sumatra Province. Six political parties support this candidate pair. Starting from Golkar, Perindo, PKS, Berkarya, Hanura and PPP. Radiapoh is the original son of Simalungun, while Zonny is from Fifty Cities District.

2. Muhajidin Nur Hasim - Tumpak Siregar. Muhajidin also works as a businessman. Two political parties promoted this candidate pair, Democrat and Gerindra. During the reign of JR Saragih, the Democrat party was the political party that succeeded in overthrowing the power of Golkar. However, the image of the Democratic party began to decline with the fall of JR Saragih.

3. Maruli Wagner Damanik – Abidinsyah Saragih. Maruli is an expert staff member of the Indonesian National Defense and Security Agency. At the same time, the representative is a businessman. This candidate pair advanced as an independent candidate. After the existence of Law No. 32 of 2004, participants in the regional head election may come from non-party (independent) parties.

4. Anton Achmad Saragih – Rospita Sitorus. Anton is the brother of JR Saragih, who is also the chairman of the Simalungun Islamic Family Association (IKEIS). While the deputy is a member of the Simalungun DPRD for the 2019-2024 period. PDIP, Nasdem, and PAN promoted this candidate pair. There are exciting things here when viewed from the supporting political parties. Anton, the brother of incumbent JR Saragih, was not encouraged by the Democrat party. The Democrat Party is the party raised by his younger brother JR Saragih in Simalungun and succeeded in bringing him to power.

The 2020 regional head election is not much different from the previous regional head election. The various dynamics that surround it do not have significant differences. Starting from the issue of ethnicity, religion, and class, it seems that they always appear in every regional head election. Only this time,

the figure of JR Saragih, who usually became a contestant, was replaced with the figure of his brother. The enthusiasm of the community is also no less excited. This is because the community can vote for their regional head candidate. The direct election of regional heads has given the people the authority to determine directly who deserves to be their leader. Direct elections have several weaknesses, such as allegations of money politics, horizontal conflicts, and high costs. However, there are several reasons why direct regional head elections are good to carry out (Romli, 2018). First, if the DPRD elects the regional head, it will be oligarchic and elitist. Second, the elected regional heads are not necessarily in accordance with the people's wishes. Third, if the DPRD elects the regional head, then the elected regional head will depend on the DPRD, not the people. Therefore, the direct regional head election has a special place in the hearts of the people

The democratic party in Simalungun also reached its peak. The heated political situation increased the people's enthusiasm to come to the polling stations to cast their votes. The various conflicts did not dampen the community's intention to find a trustworthy leader. So that in the end the election of the candidate for Regent of Simalungun Regency in 2020 was won by Candidate 1, namely Radipaoh - Zonny. Paslon 1 won with 194,163 votes. The Radiapoh – Zonny Paslon excel in several areas such as Bandar Subdistrict,

Bandar Haluan, Bandar Masilam, Dolok Masagal, Dolok Panribuan, Dolok Pardamean, Dolok Batu Nanggar and Girsang Sipangan Bolon District. Districts of Gunung Melala, Mount Maligas, Haranggaol Horison, Huta Bayu Raja, Jawa Maraja Bah Jambi, Pematang Silima Huta, Panei, Pematang Bandar and Purba Districts. The next highest number of votes was followed by candidate pair 4, namely Anton – Rospita, with 127,608 votes. The results of this voting decision were obtained based on the Simalungun KPU No. 175/PL.02.6-Kpt/1208/KPU-Kab/XII/2020.

During the Radiapoh – Zonny candidate pair campaign, Zonny was very aggressive in voicing development ideas in Simalungun. Developments that previous leaders have carried out for the past ten years are considered unable to embrace the community's interests. Therefore, the Radiapoh-Zonny candidate pair tried to improve development in Simalungun. This candidate pair will later involve many actors involved in each policy, including residents of Javanese descent in Simalungun. One of the policies that will be issued in development is the idea of Simalungun Kerja (The Work). The hope is that the unemployment rate in Simalungun can be overcome.

In addition, the victory of the Radiapoh-Zonny pair was due to the political strategy used. This pair also received political support from an ethnic group in Simalungun which added to its political power. The association is

part of the Nusantara Communication Forum for Javanese Citizens (FKWJ). Through the chairman of FKWJ Nusantara-Simalungun H Ngatijan Toha has entrusted Simalungun Regency in the hands of Radiapoh-Zonny. This is because, according to him, this candidate pair has eight leadership attitudes that exist in Javanese figures, namely Pandu. This leadership attitude is known as Hasta Brata. Through this belief, the Radiapoh-Zonny candidate pair is considered capable of bringing about change in Simalungun Regency. Political support from one of the Javanese community associations has mobilized its citizens in 21 sub-districts spread across Simalungun Regency. Political support from one of the social associations in the name of ethnicity does have a significant influence. It is especially considering that the Javanese people in Simalungun are scattered in almost all areas. Of course, this became a magnet for Candidate 1 to gain the sympathy of the Javanese people, and it was proven that Candidate 1 won in areas where the majority were ethnically Javanese.

Empirically, ethnicity is still an attraction in every political event. Even the issue of ethnicity is often used as a political tool to gain profit. Especially considering that North Sumatra is famous for its heterogeneous society, even though there is no dominant culture (Bruner, 1961). It is known that about 15 ethnic groups are living in North Sumatra, but none of them dominate. Likewise, in religion, the majority of Muslims, but no one dominates. This makes it easier for society to be polarized based on ethnicity segments (Williams et al., 1964). Ethnicity is used to fight for power and interests that a group of people deliberately carries out. So that in the phenomenon of the development of democracy in North Sumatra, religion and ethnicity become the most critical part of identity politics.

Ethnic Cross Politics as a Political Strategy

As is well known, political strategy is a technique used to realize political ideals (Schroder, 2009). Political strategy is part of marketing politics. The purpose of political strategy is to win the battle in increasingly fierce competition. By using the right target strategy, it will be easier to map the targets to be achieved.

In the Simalungun regional head election, the victory of the Radiapoh-Zonny candidate pair was also inseparable from the political strategy used. The political strategy used is cross-ethnic politics. Based on its name, ethnicity is used as a "political tool" to attract the attention of voters. The targets are the indigenous Simalungun ethnic community and the immigrant ethnic community. In this case, ethnicity is used as a political tool in a negative sense. a positive step in two different ethnicities. Actually to determine a political strategy can use the issues that develop in society. Including the issue of ethnicity and

religion. It's just that often the issue of ethnicity and religion is used as a divider in society. However, the political strategy of using ethnicity as used by the Radiapoh-Zonny candidate pair was originally to divide society. a first step in determining the pair seen from the tribe. As is well known, Radiapoh is a native of Simalungun with the Sinaga clan. Meanwhile, Zonny is an immigrant from West Sumatra and has a career in North Sumatra. This condition was used by the success team to conduct cross-ethnic activities as an effort to gain voice support. Especially from the original Simalungun ethnic and ethnic immigrants. As a result, it turned out that this strategy was able to bring the candidate pair to win as regent & deputy regent of Simalungun in 2020.

The political steps taken by the Radiapoh-Zonny success team were sorting out the elements of political marketing. There are several elements of marketing politics needed to determine strategy.

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Figure 1: Elements of Political Marketing
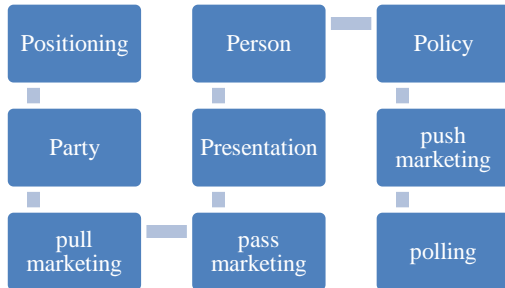
Source: (Nursal, 2004)

Based on the figure, it can be seen that there are nine essential elements in building a political strategy. Starting from positioning to polling. These elements serve as guidelines for successful teams to make strategies that are right on target. The initial step can be done by selecting a candidate that fits the voter criteria. Based on these elements, Radiapoh and its success team have succeeded in mapping out the targets to be achieved. The ethnic diversity in Simalungun is used as a political strategy that is considered appropriate to attract voter support.

Positioning is a communication strategy to enter the voter's mind so that the contestant has more value in the eyes of the voter. For positioning to work well, it must display the advantages of the contestants in front of the voters. In addition to showing the benefits of the contestants, making offers in political products sold will make voters more confident. Political developments can be in policy, person, party, and presentation. The policy is an offer of a policy/work program. A person is

a political candidate who will compete in the regional head election. The party is a political party that carries and supports it, and the presentation offers the three products to voters. Political products provided must be different from other contestants. A distinctive, precise, and meaningful position will attract voters.

Figure 2: Political Products
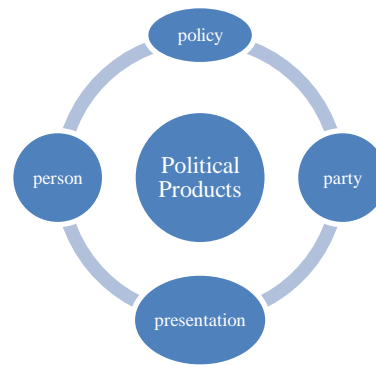
Source: (Farazian & Paskarina, 2021)

Positioning can be done by defining core values. Core values can be developed from the identity of class, religion, ethnicity, or social group (Butler P & Collins A, 1996). It is these values that can be binding and are called positioning. This step is important in shaping the image of the contestants in the eyes of voters. The Radiapoh Paslon started this step by selecting a duet with Radiapoh, namely Zonny. The positioning that is built is by cross-ethnicity. This step is considered appropriate to get support from various ethnic groups in Simalungun.

A person is a political candidate who will advance in political contestation. The figure of this figure is very influential on voter behavior. Showing a figure who is liked by the community will be the first step in forming a

political image. Usually, the prospective candidate will first develop his branding to look attractive in the community. If viewed from this section, the Radiapoh-Zonny candidate pair is a figure that was formed with its simplicity. An understated, populist and authoritative appearance is one part of personal branding. Several dimensions affect the quality of candidates. The following can be seen from the image presented.

Figure 3 Dimensions of Candidate Quality
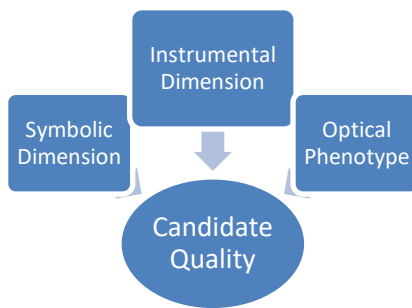
Source: (Widiowati & Pramutanto, 2021)

Instrumental dimensions include managerial competence and functional competence. The symbolic dimension includes basic principles, emotional, inspirational, and social aura. At the same time, the optical phenotype includes physical charm, health, and appearance. These are the things that have been formed from the Radiapoh-Zonny candidate pair to prepare for the 2020 Simalungun regional head election.

Party is a political party that supports the candidate. The party plays a vital role as a political machine. The goal is to gain and control power. The party will win the sympathy of the voters by offering people and policies as expected by the voters. The return

of the strength of the Golkar party in Simalungun by supporting the Radiapoh-Zonny candidate pair became one of the political attractions. As is well known, the Golkar party was once removed from the political power scene in Simalungun when JR Saragih was in power. However, the Radiapoh-Zonny candidate pair has brought back the glory of the Golkar party in Simalungun.

The policy is a policy/program that is offered to voters. The policy is considered a solution to various problems in society. The policy can be in education, economy, society, culture, and politics. The policies offered usually involve various problems faced by voters.

Presentation is a way of delivering political products that will be sold to voters. In politics, candidates are sellers while voters are consumers. Therefore, the seller must be careful in winning the hearts of potential buyers of his political products. Delivering information about the products offered is the key to success in political contestation.

Push marketing is an effort so that political products can touch the hearts of voters directly (Shea, D.M & Burton, 2001). The advantage is that it can direct voters to a different cognitive level than other campaigning forms.

Pull marketing is a way of using media. You can pay or without paying. This approach

determines the image formation of a contestant.

Pass marketing involves active and passive influencers to influence voters. Passive influencers are individuals or groups who do not actively influence voters but become voters' referrals. For example, celebrities. Active influencers are individuals or groups who are actively involved in influencing voters.

Polling is to measure the effectiveness of the various elements described above. Polling is the final step to determine the extent to which people are interested in the products offered. Usually, the poll will involve a survey agency to collect data in the field.

After taking these steps, the candidate pair and their successful team will find it easier to find their market share. Moreover, the strategy used is the issue of ethnicity, so it takes proper political marketing so as not to backfire for the candidate pair and voters. Understanding the politics of ethnicity in Indonesia can be guided by Nordholt's thoughts, which concludes that ethnicity politics is part of identity politics that has been formed since the New Order era (Nordholt, 2012) so that the politics of ethnicity is a creation of the state to label its citizens. It aims to control the state's politics over its citizens. In fact, during the New Order, several policies were made by the government to suppress the pace of ethnic politics. First, there is no original area, meaning that all areas are open

to separate all communities from their socio-cultural and political roots. Second, the government avoids the formation of classes, and the issue of SARA is closely monitored. Third, carry out modernization so that the influence of ethnicity and religion decreases. Fourth, the important role of the state in regulating so that there is no overlap between religion and ethnicity. So that the existence of these policies will have a political impact on the regulatory relationship between the center and the regions. So that religion and ethnicity are no longer a place to express themselves politically.

However, after the reformation began, the issue of ethnicity seemed to be unable to disappear. Even at the regional level, this issue also develops along with various policies made by the government. Often, ethnicity is used as a form of association to gain economic and political interests (Barker, 2004). So that ethnicity is no longer considered as an ethnic group that is doing affirmations. However, ethnicity is used to pursue political interests. The use of ethnicity as a political tool is not always considered wrong. Even the use of ethnicity issues as a political strategy to attract support from the community is deemed to be normal. This will not harm the local democracy that we want to build. No one is harmed in this case, so it can strengthen the quality of local democracy.

CONCLUSION

Simalungun Regency is an area with a high level of ethnic pluralism. The diversity of ethnicities in Simalungun turned out to be used as a political strategy for Radiapoh-Zonny in winning the Simalungun regional head election. The victory of the Radiapoh-Zonny candidate pair in the 2020 Simalungun regional head election is inseparable from the political strategy used. The political strategy used is cross-ethnic politics. Cross-ethnic politics is a technique for selecting candidates based on ethnicity/ethnicity. The Radiapoh-Zonny candidate pair is a political candidate from the Simalungun ethnic group (Radiapoh Sinaga) while Zonny is from West Sumatra. This cross-ethnic blend aims to attract the sympathy of the indigenous Simalungun community and the immigrant community, who comprise the largest population in Simalungun. This strategy is an important part of political marketing to offer political products to voters. The result is that Radiapoh-Zonny succeeded in winning the Simalungun Regency Regent election in 2020. The issue of ethnicity was not used as a divider in society but as a marketing strategy to attract voters' sympathy.

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Principal's Strategy in Overcoming Teaching and Learning Problems at SMAN 9 Tana Toraja

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Abstract. Educators as human resources in schools have a very decisive role and are the key to achieving educational goals. The focus of this research problem is how is the principal's strategy to overcome: educators who often give notes to students while the educators concerned hang out outside the classroom?; educators who are not compact?; readiness of learning tools by educators?; Do students hang around a lot during class hours? Research method: observation, interview, documentary. Findings: 1. educators often give notes to students because the classroom atmosphere is boring, students act a lot less respecting educators, the principal does not supervise educators, teaching materials are lacking, and teaching staff is not by their basic education; 2. lack of communication between educators, rare family meetings, jealousy between fellow educators; 3. almost all educators copy the learning tools of other educators; 4. lack of supervision, picket educators are less active in controlling the situation at school. Conclusion: homerooms need to organize classrooms neatly, maintain cleanliness, and discipline students, principals must control regularly, make joint rules about discipline in class, when educators carry out the teaching and learning process HP is disabled, fulfillment of facilities and infrastructure, holding training, 2. Holding family meetings; 3. educators make their learning tools or through MGMP; 4. The picket works according to the task.
Keywords: Commitment, Responsibility

Abstrak. Tenaga pendidik sebagai sumberdaya manusia yang ada di sekolah mempunyai peranan yang sangat menentukan dan merupakan kunci keberhasilan dalam mencapai tujuan pendidikan. fokus masalah penelitian ini adalah bagaimanakah strategi kepala sekolah mengatasi: tenaga pendidik yang sering memberikan catatan kepada peserta didik sedangkan tenaga pendidik yang bersangkutan nongkrong di luar kelas?; tenaga pendidik yang tidak kompak?; kesiapan perangkat pembelajaran oleh tenaga pendidik?; peserta didik banyak berkeliaran pada saat jam pelajaran sedang berlangsung?. Metode penelitian: observasi, wawancara, dokumenter. Temuan: 1. tenaga pendidik sering memberikan catatan kepada peserta didik karena suasana kelas memjenuhkan, peserta didik banyak bertingkah kurang menghargai tenaga pendidik, tenaga pendidik kurang diawasi oleh kepala sekolah, bahan ajar kurang, serta tenaga pendidik yang mengajar tidak sesuai dengan dasar pendidikannya; 2. kurang adanya komunikasi antara tenaga pendidik, jarang diadakan pertemuan kekeluargaan, adanya rasa kecemburuan antara sesama tenaga pendidik.; 3. hampir semua tenaga pendidik menjiblak perangkat pembelajaran tenaga pendidik lain.; 4. kurangnya pengawasan, tenaga pendidik piket kurang aktif mengontrol keadaan di sekolah. Kesimpulan: wali kelas perlu untuk menata ruang kelas dengan rapi, menjaga kebersihan serta mendisiplinkan peserta didik, kepala sekolah harus mengontrol secara rutin, membuat peraturan bersama tentang tata tertib di kelas, pada saat tenaga pendidik melaksanakan proses belajar mengajar HP di non aktifkan, pemenuhan sarana dan prasarana, mengadakan diklat, 2. Mengadakan pertemuan kekeluargaan.; 3. tenaga pendidik membuat perangkat pembelajaran sendiri atau melalui MGMP.; 4. Piket berkeja sesuai dengan tugas.
Kata kunci: Komitmen dan Tanggungjawab

INTRODUCTION

Educators as human resources in schools have a very important function. They are the key to success (Wahyudin, 2018) in achieving educational goals because educators are managers of implementing the learning process for students. One of the benchmarks for the success of a school in carrying out its mission as an institution that prepares professional and quality graduates who can fill the development needs of the present and the future we will face is the effective and efficient implementation of the teaching and learning process (Myori et al., 2019). For the performance of this learning to run effectively and efficiently by the learning objectives, professional and qualified educators must be provided by the needs of both the number, qualification, and specialization.

The number of educators needed, the existing teaching staff, the advantages and disadvantages of teaching staff in each school illustrate the condition/state of the teaching staff (Bahiroh & Suud, 2020). The conditions/conditions of the teaching staff can be grouped into four groups, each of which can have an impact on the implementation of the learning process at the school concerned, namely: The first group, schools that have a number of educators as needed, in this group, all subjects have staff the educators are in accordance with the primary education with the number of hours of the subject covered by the teaching staff with a ratio of 1:24-40 hours (1 educator has a teaching load of 24-40 hours/week); The second group, schools that have excess teaching staff, in this group, all subjects have educators and are the same as the primary education, but there are educators who teach less than 24 hours or there are subjects that are less than 41 hours and there are more than 1 educators who teach; The third group, schools that have a shortage of educators, in this group, there are subjects that there are no teaching staff according to their primary education, there are subjects that have more than 40 hours and only have 1 educator based on education according to the subject the; The fourth group, schools that experience excess and at the same time lack of teaching staff, in this group, there are subjects that have more teaching staff, for example, there is 1 subject whose hours are less than 41 hours but there are more than 1 educators with the same basic education, and For example, there is a lack of teaching staff, there is 1 subject with a total of more than 40 hours, but there is only 1 teaching staff that is in accordance with the primary education. As stated in the "Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018 concerning Fulfilling the Workload of Educators, School Principals, and School Supervisors", the Ministerial Regulation states that the teaching hours for educators must be at least 24 hours face-to-face every week. And a maximum of 40 hours per week.

This study discusses the condition of the teaching and learning process at SMAN 9 Tana Toraja; based on observations so far, several educators only provide notes to students while the educators are not in class, educators who are given additional assignments do not do it fully responsive, a lot of students hanging around during lesson hours and the lack of a sense of kinship between educators or lack of cohesiveness between educators. In line with what was stated in the research results of (Mukhlasin, A. 2017). Principal Communication Patterns in Improving Teacher Professional Competence in An-Nizam Islamic Elementary School. 1(1), 54–64.

National development in the field of education is an effort to educate the nation's life (Haling et al., 2018) and improve the quality of Indonesian people who are faithful, devoted, and have noble character and master science, technology, and art in realizing an advanced, just, prosperous, and prosperous society. And civilized based on "Pancasila and the 1945 Constitution of the Republic of Indonesia". To achieve the goal of National Education, which is to educate the nation's life and develop a complete human being, the role of professional educators is very much needed. By the Law of the Republic of Indonesia No. 20 of 2003 Pancasila and the 1945 Constitution of the Republic of Indonesia concerning the National Education System, the position of educators as educators is a professional position. For this reason, the

professionalism of educators is required to continue to develop by the demands of the times, science and technology, as well as the needs of the community (Mukhlasin, 2017), including the need for quality human resources and have the capability to be able to compete in regional, national and international forums, likewise, contained in the Regulation of the Minister of Education and Culture Number 22 of 2016, Law of the Republic of Indonesia No. 20 of 2003 concerning Content Standards. The ministerial regulation states that professional educators are educators who make learning tools: annual programs, semester programs, syllabus, lesson plans, books, structured task sheets and independent activities, handouts, evaluation tools, and grade books.

Educators are professional educators (Dudung, 2018) with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Educators have a position as professionals at primary education, secondary education, and early childhood education in the formal education path appointed according to statutory regulations. Educators need to be moved towards a positive, exciting, and productive work atmosphere.

Several problems related to the teaching and learning process (Erwinsyah, 2017), among others: (1) there are differences in the ability of educators in the learning process

and mastery of knowledge; (2) the absence of appropriate measuring tools to determine the ability of educators; (3) educators teach not in their field of expertise; (4) facilities and infrastructure are inadequate or very lacking; (5) learning tools by educators are not properly prepared; and (6) inadequate welfare of educators. Based on the description in question, the focus of the research problem is "The Principal's Strategy for Overcoming the Problems of the Teaching and Learning Process at SMAN 9 Tana Toraja".

RESEARCH METHODS

According to Sugiono in (Shidiq & Choiri, 2019a) that descriptive qualitative research methods are "research that uses natural object conditions (as opposed to experiments) where the researcher was the key instrument, data collection techniques are carried out by triangulation (combined), data analysis was inductive and qualitative research results emphasize meaning rather than generalization. Research subjects are not always people but can be activities (Akhmad Sudrajat, 2010), where the subject of this research was focused on teachers and students at SMAN 9 Tana Toraja. In the context of this research, it was to observe, describe, evaluate and make decisions for the smooth running of the teaching and learning process at SMAN 9 Tana Toraja.

Systematic observation and recording of the symptoms that appear on the object of research (Mania, 2008). Researchers directly observed the activities of teachers and students in teaching and learning activities. In this way, it was seen directly what problems occur in the learning process.

The collection of secondary data and primary data using the interview method. An interview is a conversation with a specific purpose carried out by two parties, namely the interviewer (interviewer) who asks the question and the interviewee who provides the answer to the question Interview (Shidiq & Choiri, 2019b).

DISCUSSION

Teachers Often Give Notes To Students

Based on interviews conducted by researchers with several teachers who often provide notes to students, it is known that the cause of teachers often giving notes to students is because teachers feel bored with class conditions, teachers feel unappreciated by students, teachers feel unsupervised so that they do their will, teaching materials significantly lacking so that teachers cannot develop lessons, some teachers are less enthusiastic about teaching because the subjects they teach are not following their educational background. From the observations made, namely by visiting the class, it is known that it is true that there are teachers whose job is only to give notes to students while the teacher concerned is outside the classroom, some hang out with teacher friends, some enjoy playing cellphones.

Following the results obtained, the steps that can be taken are as follows: (1) the teacher feels bored in class; so that the teacher does not feel bored in class, it is obligatory for the homeroom teacher to arrange the classroom neatly, maintain cleanliness and discipline students. The principal will regularly control the tasks given to each homeroom teacher. (2) teachers feel unappreciated by students; principals, students, 11K coordinators, and homeroom teachers make joint rules regarding discipline in class, and whoever violates these rules will be penalized according to the rules that have been made, such as students who are not polite to teachers, they will be given guidance and if they still repeat then people will be punished. student parents will be called. (3) the teacher feels unsupervised so that the teacher feels free; the steps to be taken are teachers who often give notes to students or who often leave class will be called and given a warning; when the teacher carries out the teaching and learning process HP is deactivated; Every day the principal must control the teacher to the class or by controlling it via CCTV, and if the teacher still gives notes to students without any good reason, they will be called and reprimanded starting from verbal to written warnings. (4) fewer teaching materials; The school principal tries his best to meet the needs of school facilities and infrastructure, especially books and other learning media, proposes fulfillment to the South Sulawesi Provincial

Education Office, and proposes fulfillment to the Center. (5) teachers who teach not according to their educational background will prioritize to include training to increase their competence at the Regency, Provincial and Central levels, and teachers who teach not according to their educational background will be accompanied by teachers who are following their educational background or with team teaching.

For schools' smooth teaching and learning process, it is necessary to manage schools with more real principals (Sarifudin, 2019) and implement good school management. Explained that there are several main roles of the Principal in developing a quality culture in managing an influential educational institution, including:

1. Having a clear vision of integrated quality for the organization.

2. Having a clear commitment to quality improvement.

3. Communicating the message of quality.

4. Ensure that the customer's material needs become the center of the organization's policies and work.

5. Lead developing staff.

6. Being careful not to hand over to others when problems arise without seeing evidence as many problems arise from agency policy and not from staff fault.

7. Directing innovation within the organization.

8. Ensure that the clarity of the organizational structure defines

responsibilities and provides appropriate and maximum delegation.

9. Have a firm attitude to remove deviations from the organizational culture.

10. Building active working groups.

11. And establish appropriate mechanisms to monitor or evaluate success.

The Principal is the key to the success of the school in making changes (Muhamad Sholeh, 2003). So that activities to improve programs and learning processes in schools primarily lie with the Principal himself. (Rosyadi & Pardjono, 2015) state that principals have roles and responsibilities as education managers, education leaders, educational supervisors, and education administrators. According to Government Regulation No. 100 of 2000, competence is the ability and characteristics a civil servant possesses in the form of knowledge, skills, and behavioral attitudes required in carrying out their duties. Competence describes the primary skills, knowledge, and attitudes needed to achieve effective performance in work.

There is a lack of cohesiveness between fellow educators. Based on observations, it can be seen that some educators are simply greeted without joking and seem to ignore each other, some educators work individually, and others don't care about their colleagues, and some even influence their friends who work that why do we have to do that? It's not our job, even though the job requires the help of other people, such as picket educators who work on pickets. Other educators should also help control students and reprimand students who don't comply, but they are reluctant to say I'm not the picket. It's picket business. After approaching and conducting interviews with the concerned educators, it is known that the causes of incompatibilities between the educators are; variations in age. Some feel that they are more senior, so they think they need to be appreciated more by the easy ones. They think that they are more experienced and know more so that the younger ones feel that the seniors do not appreciate them, lack of communication, come from various disciplines so prestigious with the knowledge they have, do not cooperate, there is a feeling of envy towards fellow educators, for example, if there are educators who are diligent and those who are not diligent, there are those who feel they are not treated the same as other educators. This is supported by the opinion of (Herman, 2021) that the principal, as the manager of educators and education staff, must-have skills in managing, coordinating, and mobilizing subordinates so that they play an active, creative, innovative, and productive role in efforts to improve the quality of education.

Inconsistency also causes the learning process not to be carried out properly. Therefore the principal will hold a family meeting every month (Munawwaro et al., 2020) to provide opportunities for educators to convey what their problems or proposals are, provide an understanding of each

educators so that there are no misunderstandings, giving assignments without discriminating between educators so that jealousy does not occur, providing guidance to educators, if there are educators who do not get along with other educators, the principal will solve it in the best way for educators, call educators and look for the problem and then give a solution.

Learning Tools by Educators

Do not make their learning tools, even though educators should make their learning tools or groups. Based on observations, it is known that most of the teaching staff and even almost all of the teaching staff copy other people's learning tools. After conducting interviews with educators, it was found that the causes of educators plagiarizing learning tools were that educators did not want to be bothered, did not understand well in making learning tools, lacked facilities and infrastructure such as teaching staff's handbooks on the subjects they were capable of, learning tools were not asked to be shown. Or because the principal or supervisor did not check them.

The tips implemented by school principals related to teaching tools for teaching staff (Suradi, 2018) are: (1) educators do not really understand how to make learning tools; Educators who do not know very well how to make learning tools are included if there is training, and must be conveyed or taught by the waka of the

curriculum to educators on how to make learning tools or the concerned educators learn to those who are already biased in making learning tools. (2) facilities and infrastructure such as books; For the sake of the smooth process of teaching and learning activities, all training subjects must have a handbook for educators, books that do not yet exist will be supplemented by proposing to the National Education Office, Regional Government or the Center. (3) educators do not make learning tools because they are not asked to be shown by the principal or supervisor; so that educators can make learning tools, the principal requires all educators, at the beginning of the new school year or the beginning of the semester in one month the teaching and learning process takes place all educators have finished making learning tools, starting from the annual program, semester and lesson plans. Suppose there are educators who have not yet finished within the specified time limit. In that case, the educators must complete the learning tools at school. The educators must work overtime and be supervised by the principal, provided with facilities such as computers to complete them at school.

Education for early childhood through formal, primary, and secondary education. An educator must be competent and professional in carrying out their duties (Darmadi, 2015) as stated in the 2005 Law on Teachers and Lecturers: "Teachers are professional educators with the main task of educating,

teaching, guiding, directing, training, assessing and evaluating participants. Based on this purpose, the Competency Standard for Educators is a statement about the conditions required, determined, and mutually agreed upon in the form of mastery of knowledge, skills, and attitudes for an academic staff so that it deserves to be called competent (Rini et al., 2016). The competencies that educators must possess are (1) personal competence, including the ability to always present themselves as a good person, permanent, mature, wise, and authoritative, noble, professional, (2) pedagogic competence, namely the ability to manage students which includes the understanding of students, design, and implementation of learning, evaluation of learning outcomes. (3) social competence is the ability of educators as part of the community to interact effectively with parents or guardians of students, fellow educators, and the community as stakeholders from their expert services. (4) professional competencies include personality competencies, areas of expertise, and education (teaching). Meanwhile, matters relating to educational (teaching) competence are the understanding of educators on the characteristics of students and their development, understanding of academic concepts, learning methods, and mastery of evaluation systems (Suparno, 2003). The principal, as a manager, must perform a managerial function (Mahardhani, 2015) by carrying out the process of planning,

organizing, mobilizing, and coordinating. Planning is concerned with determining goals and tips for achieving those goals.

Many students are outside the classroom when the learning process is in progress.

Based on observations, many students are outside the classroom when the learning process is running almost every day. When interviews were conducted, it was found that the cause of students wandering around was due to lack of supervision. Educators only gave notes so that students felt free to be unsupervised, and picket educators were less active. To control the situation at school, students are rarely reprimanded by educators if they ask permission to urinate so that students hang out outside the classroom longer.

To prevent students from wandering outside the classroom when the learning process is taking place, these are: (1) educators must be in class during class hours if there are educators who have reason to want to do assignments in the office, the tasks to be done in the office below to class. (2) the picket educators are obliged to control going around the school environment and give sanctions to students outside the classroom while the learning process is running. (3) the teaching staff in the class does not allow students to enter and leave the classroom. In line with that contained in the journal (Mahardhani, A. J. 2015). Principal's Ideal

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CONCLUSION

Based on the results of the study, it can be concluded that: (1) the cause of educators often giving notes to students is because the class atmosphere is boring, students act less respectfully of educators, school principals do not supervise educators, teaching materials are lacking, and educators who are teaching is not by the primary education. (2) the cause of the inconsistency between fellow educators; lack of communication between educators, rarely held family meetings, jealousy between fellow educators. (3) readiness of learning tools by educators; almost all educators do not make learning tools such as annual programs, semesters, and lesson plans. (4) the reason why many students are outside the classroom when the learning process is running; lack of supervision, educators only providing notes, picket educators are less active in controlling the situation at school.

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Development of Pocket Book of Character Education Of Nautical Admiral Hang Tuah Based on Pancasila Education and Citizenship

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Abstract. History that tells related to the Indonesian nation has been a maritime nation since long ago, including known from the history of Srivijaya and Majapahit and the famous figure of Admiral Hang Tuah. This article aims to introduce and understand the values of the educational character of the VAT-based Admiral Hang Tuah. Pocket books are small, light, and practical books containing essential and interesting information (material). The religious character education pocket book contains much information related to strengthening character education, archipelago insight, nautical culture, and character values of Admiral Hang Tuah. This type of research is the development research of the ADDIE model. The results of the discussion, first, the development of the pocket book of the character of Admiral Hang Tuah consists of five stages of development: analysis, design, development, implementation, and evaluation. Second, the feasibility of the media pocket book of character education of the character of Admiral Hang Tuah contains three things: the feasibility of the content of the book, the feasibility of language, and the feasibility of the media. Based on the overall results of the pocket book assessment, material experts, linguists, and media experts obtained a score of 4.4, with a very decent category. Based on the response of students of class VII A Junior High School Hang Tuah 4 Surabaya with a pocket book shows an average score of 4.6, which belongs to the category is very feasible. The conclusion of the development of pocket book media education of the character of the kebaharian Admiral Hang Tuah through five stages and the feasibility of pocket book media are based on the assessment of material experts, linguists, and media experts as well as the student's response to the pocket book of the character of the nautical.
Keywords: Pocket Book; Character Education; Nautical; Admiral Hang Tuah; Pancasila Education and Citizenship

Abstrak. Sejarah yang menceritakan terkait bangsa Indonesia telah menjadi bangsa bahari semenjak dahulu, di antaranya diketahui dari sejarah Sriwijaya dan Majapahit serta terkenalnya tokoh Laksamana Hang Tuah. Tujuan dari penulisan artikel ini adalah mengenalkan dan memahami nilai-nilai pendidikan karakter kebaharian Laksamana Hang Tuah Berbasis PPKn. Buku saku merupakan buku yang berukuran kecil, ringan, dan praktis yang berisi suatu informasi (materi) penting serta menarik. Buku saku pendidikan karakter kebaharian memuat banyak hal informasi terkait penguatan pendidikan karakter, wawasan nusantara, budaya bahari, dan nilai-nilai karakter Laksamana Hang Tuah. Jenis penelitian ini adalah penelitian pengembangan model ADDIE. Hasil pembahasan, pertama, pengembangan buku saku karakter kebaharian Laksaman Hang Tuah terdiri dari lima tahap pengembangan yaitu: analisis, perancangan, pengembangan, implementasi, dan evaluasi. Kedua, kelayakan media buku saku pendidikan karakter kebaharian Laksamana Hang Tuah memuat tiga hal yaitu kelayakan isi buku, kelayakan kebahasaan, dan kelayakan media. Berdasarkan hasil keseluruhan penilaian buku saku berdasarkan ahli materi, ahli bahasa, dan ahli media memperoleh skor 4,4 dengan kategori sangat layak. Berdasarkan respon siswa kelas VII A SMP Hang Tuah 4 Surabaya dengan adanya buku saku menunjukkan skor rata-rata sebesar 4,6 yang termasuk kategori sangat layak. Kesimpulan pengembangan media buku saku pendidikan karakter kebaharian Laksamana Hang Tuah melalui lima tahap dan kelayakan media buku saku didasarkan pada penilaian dari ahli materi, ahli bahasa, dan ahli media serta respon siswa terhadap buku saku karakter kebaharian
Kata Kunci: Buku Saku; Pendidikan Karakter; Kebaharian; Laksamana Hang Tuah; Pendidikan Pancasila dan Kewarganegaraan

INTRODUCTION

Education is a process of mutual adjustment carried out by humans, be it with nature, fellow human beings, or the development and refinement done regularly from all the potentials he has. These potentials include the moral, intellectual, and physical potential of man. This potential is in line with the National Education Objective in Indonesia as stated in Law No. 20 of 2003 on the National Education System, namely being a person who believes and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible (Acetylena, 2018).

Character education is a conscious effort made by humans to instill and develop the values of goodness to humanize humans, improve character, and train intellectual students to create a generation of knowledge and character that can provide benefits of knowledge for the surroundings (Sofyan, 2017). The purpose of character education is the formation of student ethics on every track, type, and level of education to live and practice the noble values of the Indonesian nation. The primary way to shape human resources into quality, character, faith, and pancasilaist spirit can only be realized by education and strengthening character education in the nation's next generation.

Strengthening character education on human resources can not be separated from the history that tells the Indonesian nation is maritime.

Known from the history of Srivijaya and Majapahit. Srivijaya is a maritime kingdom that stands on the island of Sumatra and exerts a lot of influence in the archipelago with areas of power that stretch from Cambodia, Southern Thailand, Malay Peninsula, Sumatra, West Java to parts of Central Java. The kingdom was established from 671 AD to 1183 AD and managed to control maritime trade routes in Malacca, Sunda Strait, South China Sea, the Java Sea, to Karimata Strait. The kingdom of Srivijaya became a maritime-based kingdom (Yani and Montratama, 2018).

The Majapahit Kingdom was a kingdom centered in East Java that once stood from about 1293 AD to 1500 AD; this kingdom reached its peak by controlling a large area in the archipelago during the reign of Hayam Wuruk, who ruled in 1350 AD to 1389 AD Majapahit's jurisdiction includes Sumatra, Malay Peninsula, Kalimantan, Sulawesi. Nusa Tenggara Islands, Maluku, parts of Western Papua, Tumasik (Singapore), and Philippine Islands. The Canggu inscription, numbered 1358 AD, mentions 78 crossing points in the form of boat crossings in the country (Mandala Java), as a result of this proving also a maritime-based kingdom (Ricklefs, 2005).

According to President Jokowi, the development of the marine sector is the focus of Indonesia in the 21st century. It emphasizes the five pillars: maritime culture and

rebuilding Indonesia's maritime culture by redefining Indonesia's national identity as a maritime country (Yani and Montratama, 2018). This is also in line with the concept of ideals conveyed by Joko Widodo during his inauguration speech as President of the State of Indonesia that will make Indonesia a world maritime axis. Even at the East Asia Summit Forum (East Asia Summit) In Naypidaw, Myanmar, November 13, 2014, President Jokowi conveyed the concept of the marine sector referred to as the World Maritime Axis (PMD) if in English it is called Global Maritime Nexus (GMN).

The problems facing the Indonesian nation now, especially about character education in the younger generation of Indonesia, began to shift values to grow into individuals far from the idealized character to have as the nation's successor. In general, the main actors of these polemic problems are the younger generation and the generation that has passed through the situation of the younger generation itself, examples: individualism, hedonism, corruption, drugs, terrorism, and others. The above problems show that the application of character education in the world of education until this moment has not been able to show significant results, as intended in the purpose of national education itself. The Indonesian Ministry of Education, Culture, and Research and Technology recently carried out the Pancasila student profile program to strengthen the role of character education

implementation to shape the character of the nation's generation in the future better.

Education is a process of mutual adjustment carried out by humans, be it with nature, fellow human beings, or the development and refinement done regularly from all the potentials he has. These potentials include the moral, intellectual and physical potential of man. This potential is in line with the National Education Objective in Indonesia as stated in Law No. 20 of 2003 on the National Education System, namely being a person who believes and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible (Acetylena, 2018).

Creativity and independence is the thing contained in the purpose of education and is a need in developing the importance of education to be interesting. That character-oriented education is needed today, especially to build values and mental attitudes that adopt the values of the nation's character in the younger generation and prevent the negative influence of globalization. Departing from the younger generation, the nation's next generation of hopes. The role of the younger generation is very influential on the future nautical of the Indonesian nation in the future.

So, the development of innovative and exciting needs such as pocket books to facilitate light reading for students is absolute. If the Indonesian nation has a broken young generation, then the Indonesian nation will

slowly go to the gate of destruction and vice versa; if the nation has an excellent young generation, then the nation will continue to succeed in the global record.

The generation of the nation of character requires strengthening targeted educational materials such as strengthening the lessons of Pancasila Education and Citizenship (PPKn). VAT subjects are essential subjects for educating morals and being human. Therefore, in capturing this opportunity, a research study was conducted in the middle school environment hang Tuah 4 Surabaya, which is to develop the media of character education that is the target of PPKn subjects by developing a simple, engaging, and able to be a basic guideline for mastery of children to know, and is expected to be able to implement the value of the character of Admiral Hang Tuah in real life.

Previous research studies have been conducted by Zulfikar Waliyuddin Fattah related to the condition of the Pancasila Education learning process through a process where students are often bored with PPKn lessons. Learners prefer other lessons outside Pancasila education because they consider VAT an unimportant and uninteresting lesson and learn using conventional learning models (Fattah, 2020).

Departing from the presentation of innovations in the development of the pocket book of the character of Admiral Hang Tuah developed based on the subject of PPKn. Then, the author will spell out-thought by comprehensively discussing this article with the title of writing "Development of Pocket book of Character Education Of Nautical Admiral Hang Tuah Based on Pancasila Education and Citizenship."

RESEARCH METHODS

The method used to solve this research problem is to use the research method of developing the ADDIE model.

A development model is a research method used to produce a particular product and test its effectiveness (Sugiyono, 2015).

The development of the ADDIE model consists of 5 (five) significant phases or stages: analysis, design, development, implementation, and evaluation (Bakhri, 2019).

This research was designed as research Research and Development (R & R&D) with the characteristics of the ADDIE version development model characteristics. The ADDIE model is one of the most used models in instructional design and a guide to producing a practical design. Instructional design can also be known as learning technology. This means systematic processes that can help create and develop valuable, interesting, efficient teaching materials in an environment that supports the use of art, science, learning, and instructional theory (Aldoobie, 2015).

Data Collection Techniques in this study used a sample of data subjects of 15 students of class VII A Junior High School Hang Tuah 4 Surabaya and assessments from Material Experts, Linguists, and Media Experts who are Teachers and Lecturers who are experts in their fields.

Data Analysis technique is after the data that has been collected from the data source will be calculated with the formula calculating the average value of the score of each indicator using the formula for eligibility assessment, as follows:

$$\bar{x} = \frac{\sum X}{N}$$

Information:

$\bar{x}$ = average score

$\sum X$ = number of scores

N = number of test subjects

Table 1. Assessment Criteria

Average Score	Eligibility Assessment Criteria
≥ 4,2 s/d 5,0	Very Worthy
≥ 3,4 s/d 4,2	Proper
≥ 2,6 s/d 3,4	Enough
≥ 1,8 s/d 2,6	Less
1,0 s/d 1,8	Very Lacking

This research will be developed and feasible if the average score is obtained ≥ 3.4.

DISCUSSION

Based on the problems and results of existing research, it will be discussed related to the development of laksaman Hang Tuah character education pocket book based on PPKn and the feasibility of the family character education pocket book Admiral Hang Tuah.

Development of Pocket Book of Character Education Of The Nautical Admiral Hang Tuah Based on PPKn

Development attempts to improve technical, theoretical, conceptual, and moral abilities according to needs through education and practice. Development is a process of designing learning logically and systematically to establish everything that will be implemented in the learning activities about the potential and competence of learners.

Pocket books are books of small size, light, can be carried and read (Husain, 2015). A pocket book is a small book that can be stored in your pocket and easily carried everywhere (Pusat Bahasa, 2016). A pocket book is a small book containing information that can be stored in the pocket to facilitate learners learning the material under any circumstances because the book can be carried everywhere (Setyono, 2012).

Pocket books are small, light, and practical books containing information that can be carried anywhere and read at any time by the owner. There are pocket books on the market, there are books that are presented interesting with various colors and pictures, but there are also pocket books that are only formal writing (Husain, 2015). So through the pocket book, learners can get information without wasting time to know the core and

information. Based on the description above, it can be concluded that a pocket book is a small, light, and practical book that contains information (material) in the form of short readings and pictures and can be taken anywhere and can be read at any time by the owner.

Character Education is a systematic effort to instill and simultaneously develop consistently and continuously the qualities of character based on the state's religious values, culture, and philosophy that learners internalize at home, in school, and in society in their daily lives will shape character behavior. Character is a characteristic of distinguishing qualities between individuals (Purnamasari and Wangid, 2016).

Character education is the entire relational dynamic between individuals with various dimensions, both within and outside (Zainal, 2011). So if drawn in the realm of education as described by Peterson, namely "Character education is a broad term that is used to describe the general curriculum and organizational features of schools that promote the development of fundamental values in children at school," Character education is a broad term used to describe the curriculum and organizational traits of schools that encourage the development of children's fundamental values in school (Yaumi, 2014).

Nautical is everything related to the sea and the ocean (Siswanto, 2018). It is everything that has to do with the sea (Pusat

Bahasa, 200. Nautical is inseparable from people who work at sea or shipping called sailors whose object is the sea. Nautical is closer to people who have a profession as sailors and meet their needs with daily activities at sea.

The activities of the life of the sailor community can not be separated from the character of the admiral who is famous and enshrined into the name of the school and others, namely an Admiral Hang Tuah. Hang Tuah was born in 1444 in Malacca and is the son of Hang Mahmud and Dang Merdu Wati. Since childhood, he has seen the fighter's soul and his spiritual concept because he worked as a logger in his parents' shop (Media, 2019). As someone famous for his courage, it is shown with his best friend when fighting rioters in his village (Schap, 2010). Over time Hang Tuah became an admiral and famous for his loyalty, as evidenced by becoming the sultan's trusted bodyguard (Media, 2019). And Hang Tuah is famous for being valiant, wise, and wise upstream, and straight and very loyal to his master (Schap, 2010).

Admiral Hang Tuah can be included in the subjects of Pancasila Education and Citizenship to form a religious character. Pancasila education and citizenship serve as a foundation in equipping students with character, science, and becoming good citizens (good citizens) (Lubis, 2020).

The essence of Pancasila Education is formed from the original identity of the

Indonesian nation (Saputro, 2021). The essence of Civic Education is that it has three main functions as a vehicle for the development of democratic citizens, namely, developing civic intelligence, civic responsibility, and civic participation (Ikhtiarti, Adha, and Yanzi, 2019). I understood that the three main functions become essential to apply to the learning joints of Pancasila Education and Citizenship. These points become an absolute thing to be included in the learning of Pancasila Education and Citizenship (PPKn) at all levels of education, which is adjusted to the level of student understanding and knowledge capacity.

Students' understanding of learning outcomes is supported by learning media, including seen from several studies. After being given learning, students' learning outcomes are different and better than before, such as using pocket books and supported by score acquisition from validators showing the category is very valid and very positive so that mind mapping-based pocket books are practically worth using (Masita and Wulandari, 2018).

Based on the research results related to pocket books and which have been successfully piloted, pocket books can be used as a prototype of other models in developing educational and fun alternative learning and more accessible for students to understand.

The development of this pocket book consists of 5 (five) stages through (Bakhri, 2019), that is:

a. An analysis is the initial stage of development research by conducting curriculum analysis, student needs, PPKn subjects, and formulating objectives.

b. Design is the stage of designing pocket book media that will be developed in the form of a pocket book draft of the character of The Elderly Admiral Hang Tuah.

c. Development is the stage of producing products developed, starting from creating pocket books, research instruments, expert validation, and revision.

d. Implementation is a pocket book trial stage that has been said to be feasible by experts on the test subject.

e. Evaluation is a stage of measurement of the reach of the purpose of development research, namely the feasibility of pocket books as a learning medium.

The initial stage of this research was conducted to find problems that occurred in strengthening the values of nautical character in Junior High School Hang Tuah 4 Surabaya. The analysis starts from curriculum analysis, student needs analysis, and VAT subject analysis by conducting observations and interviews of PPKn Teachers. Based on observations and interviews that have been collected, it takes a learning medium that can increase students' reading interest.

The next stage is to design the character education pocket book product Admiral Hang Tuah by the format of the preparation of the pocket book starting from the size, shape, preliminary section, the contents section to the closing. The pocket book that has been designed to design the product is set in the pocket book draft. The following designed pocket book is produced to be validated by material experts, linguists, and media experts. This validation activity aims to assess the feasibility of the media pocket book of the character education of admiral Hang Tuah which the input provided by experts developed. Once said worthy, the pocket book was developed further piloted to discover the advantages and disadvantages of book media from prospective users, namely students of class VII Junior High School Hang Tuah 4 Surabaya.

The primary purpose of developing Admiral Hang Tuah's character education pocket book is to assess the feasibility of admiral hang tuah's character education pocket book developed. The trial activity was conducted only once consisting of 15 students of class VII A Junior High School Hang Tuah 4 Surabaya. In the final stage, the evaluation stage, the researcher conducts an evaluation on the medical pocket book as a whole.

Media Eligibility of Pocket Book Character Education Admiral Hang Tuah

The feasibility of pocket book media is assessed through the validation stage by 3 (three) validators. Validator selected by the researcher consists of Material Expert, namely Dra. Ni Putu Asti Arini, M.Pd. (a Teacher PPKn SMP Hang Tuah 4 Surabaya, as well as civil servants of the Lantamal V Surabaya Navy), Linguists are Dr. Mimas Ardhianti, M.Pd. (Lecturer of Faculty of Social Sciences and Humanities, PGRI Adi Buana University Surabaya), and Media Expert, Lecturer Nurissaidah Ulinnuha, M.Kom., from faculty of science and technology, Sunan Ampel State Islamic University Surabaya. The assessed eligibility aspect consists of content qualifications, language qualifications, presentation qualifications, and capability qualifications.

Validation results by material experts are done to find out the feasibility of the media in terms of its material. The aspect assessed is the aspect of content feasibility is the feasibility of the contents of the educational pocket book of the character of Admiral Hang Tuah reviewed from 8 points of statement assessed by material experts. Overall aspects of content eligibility earned an average score of 4.6, which belonged to the Category Very Decent.

Linguists' validation results are done to find out the feasibility in terms of language. The aspect assessed is the feasibility aspect of pocket book language from 6 items to process an average score of 3.8, which falls into the category of Decent.

Validation results by media experts are done to find out the feasibility in terms of media. The aspect assessed is the aspect of the presentation, and radiography is the feasibility of the contents of the educational pocket book of the character of The Elderly Admiral Hang Tuah reviewed from the aspect of the presentation of the 5 points of the statement obtained 4.8 which fall into the category of very worthy. The pocket book graphing aspect of the 8 statement items earned an average score of 4.4, which falls into the Very Decent category.

Based on the overall results of the pocket book assessment, material experts, linguists, and media experts obtained a score of 4.4, with a very decent category.

Student Assessment of The Pocket book of Character Education Of The Kebaharian Admiral Hang Tuah As a Learning Medium Of Students Class VII A Junior High School Hang Tuah 4 Surabaya is the subject of a trial of research products for the development of pocket book media. The student's response to the media eligibility assessment sheet aims to determine the feasibility of the pocket book in terms of the material and its media. Based on the results of pocket book validation, content feasibility, language, graphing to presentation shows the average score of 4.6, which belongs to the category is very feasible.

CONCLUSION

Based on the results of the study, first, the development of pocket book media of character education laksaman Hang Tuah Based PPKn through 5 (five) stages, namely: analysis, design, development, implementation, and evaluation.

Second, based on the feasibility of the media pocket book education of the character of the preserving Admiral Hang Tuah, the overall results of the pocket book assessment based on material experts, linguists, and media experts obtained a score of 4.4 with a very decent category. Based on the response of students of class VII Junior High School Hang Tuah 4 Surabaya with a pocket book shows an average score of 4.6, which belongs to the category is very feasible.

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The Effect of Educational Training and Teacher Professional Training in Improving Teacher Professional Competence at SMA Negeri 2 Bantaeng

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Abstract. This study aimed to determine the effect of teacher professional education and training (PLPG) in improving teacher competence. This research is motivated by the lack of teacher competence, so researchers want to examine the effect of educational training and teacher professional training (PLPG) in improving professional competence. The type of research used was quantitative research with data collection techniques using observation, documentation and questionnaires. The data analysis technique used quantitative data analysis techniques. The results showed that the educational training and teacher professional training (PLPG) affected teacher competence, this was seen from the significance value of 0.001 with the t-test value of 1.196. Based on the established criteria, if the significance is $0.001 < 0.005$, then H0 is rejected, which means there is no influence of teacher professional education and training (PLPG) with teacher competence. At the same time, H11 is accepted, indicating that teacher professional education and training (PLPG) influences teacher professional competence.

Keywords: Teacher Professional Training, Education and Training (PLPG), Teacher Competence

Abstrak. Penelitian ini dilatarbelakangi masih kurangnya kompetensi guru sehingga peneliti ingin meneliti pengaruh pelatihan PLPG dalam meningkatkan kompetensi profesional. Tujuan penelitian ini adalah untuk mengetahui pengaruh PLPG dalam meningkatkan kompetensi guru jenis penelitian yang di gunakan adalah penelitian kuantitatif dengan teknik pengumpulan data menggunakan cara observasi, dokumentasi dan angket. Teknik analisis data menggukan teknik analisis data kuantitatif. Hasil penelitian menunjukkan bahwa pelatihan PLPG memberi pengaruh terhadap kompetensi guru, hal ini dilihat dari nilai signifikansi 0,001 dengan nilai uji-t adalah 1,196. Berdasarkan kriteria yang telah ditetapkan jika signifikansi adalah $0,001 < 0,005$ maka H_0 ditolak itu berarti tidak ada pengaruh PLPG dengan kompetensi guru sementara H11 diterimah menunjukkan bahwa pelatihan PLPG mempunyai pengaruh terhadap kompetensi profesional guru

Kata kunci: *Pelatihan, PLPG, Kompetensi Guru*

INTRODUCTION

Education is an essential thing in our lives, which means that every human being has the right to get an education. Education, in general, has the meaning of a life process in developing each individual to be able to live and carry out life. This is in line with the contents of the Preamble to the 1945 Constitution of the Republic of Indonesia, Paragraph IV, which states that one of the goals of the Indonesian nation is "Educating the Life of the Nation". Education can be obtained from the family and community environments, but the most urgent is education in the school environment.

Education to realize this requires quality human resources, in this case, the teacher is one of the most important components of education to be considered by the government because the teacher has a large and strategic role in improving the quality of education because it is the teacher who deals directly with students to improve the quality of education. Transferring knowledge and technology and educating with positive values through guidance and example without forgetting the other components, including educational goals, students, curriculum, educational environment and educative interactions, and teaching tools. The definition of teacher in Law Number 14 of 2005 in Article 1 paragraph (1) Regarding Teachers and Lecturers are professional educators with the main task of educating, teaching, guiding,

directing, training, assessing and evaluating students in early childhood education through the educational pathway. formal education, primary education and secondary education.

In the Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards, improving the quality and competitiveness of Indonesian human resources as a result of education has become a national commitment "stating that one of the core substances of the education sector action program is the restructuring of the school curriculum so that it can encourage the creation of results. Students who can answer the needs of human resources to support national and regional growth. Thus, the consolidation of National Education Standards and curriculum arrangements as a whole is essential and urgent to achieve these goals.

Law no. 14 of 2013 concerning Teachers and Lecturers defines that professionals are work or activities carried out by a person and become a source of income for life that requires expertise, proficiency or skills that meet certain quality standards or norms and need professional education. In other words, professional teachers are trained, educated and responsible and have experience in the world of education.

An educator certificate evidences the position of the teacher as a professional. Therefore, teachers are expected to carry out activities to improve their competence and

professionalism. The demands of teacher professionalism must be addressed by increasing qualifications and competencies, especially now that there is a need to take a certification test to determine one's eligibility.

In Permendikbud Number 19 of 2017 Article 1 paragraphs 3 and 4 state that paragraph: (3) certification is the process of granting teacher educator certificates. (4) educator certificate is formal evidence as an acknowledgement of teachers as professionals.

The primary purpose of teacher professional education and training (PLPG) is to obtain certification. In addition, teacher professional education and training (PLPG) also increases the dignity of a teacher and the role of the teacher as a learning agent. (PLPG) is considered a professional educator who can educate well to improve the quality of education in a sustainable manner. In accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is stated that education providers and training institutions give competency certification to students and community members. As an acknowledgment of the competence to do certain jobs after passing the competency test held by an accredited educational unit or certification body.

However, in reality, in the field, teachers are often found not to have the professional competencies that should be possessed to carry out their duties and responsibilities in education, so that usually the objectives of learning are not achieved because of the ineffectiveness of teachers teaching in the classroom. This makes it challenging to improve the quality of education.

SMA Negeri 2 Bantaeng is one of the schools in Bantaeng that has teachers who have passed the education and professional training of teachers (PLPG), for that it is expected that teachers who have passed the education and professional training of teachers (PLPG) in the school can have professional competence.

Starting from stated above, the authors are interested in researching "The Effect of Educational Training and Teacher Professional Training (PLPG) in Improving Teacher Professional Competence at SMA Negeri 2 Bantaeng".

RESEARCH METHODS

In this study, the type of research used was quantitative research. Quantitative research methods were one type of research whose specifications are systematic, well-planned, and clearly structured from the beginning to the making of the research design. According to (Sugiyono 2012) quantitative research methods were interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. Another definition states that quantitative research was research that demands the use of numbers, starting from

data collection and the appearance of the results.

The research location was the place where a researcher conducted research or the place where the research was carried out. This research was conducted at SMA Negeri 2 Bantaeng in Bantaeng Regency. The research was carried out from August to September in the 2018-2019 school year. Primary data was data obtained directly from the source, observed, and recorded.

The primary data obtained were data on educational training and teacher professional training (PLPG) in improving the competence of teachers at SMA Negeri 2 Bantaeng in Bantaeng Regency through Questionnaires and Observations. Secondary data in this study was data obtained not directly from the source. In this study, the secondary data sources used were written sources such as sources of books, scientific magazines and documents from related parties regarding the role of teacher professional education and training (PLPG) in improving teacher competence, with the number of teachers who had professional education and training. Teachers (PLPG) 19 people and before education and professional training for teachers (PLPG) 20 people.

The population in this study was all students in SMA Negeri 2 Bantaeng, with 881 people. The sample was part of the population. In this study, the sample was 29 students at SMA Negeri 2 Bantaeng. Determination of the sample using the purposive sampling technique, where data collection was selected with certain considerations.

A research instrument was a tool that was used in digging up data in this study. The data is excavated with the instrument, namely the researcher himself, who directly witnesses the phenomena related to the object under investigation utilizing observation instruments, questionnaires and document studies.

The data collection technique in this research is the technique of observation, documentation and questionnaires. Observations were made to see firsthand how professional teachers are in teaching. The documentation method is a way of collecting data related to the effect of educational training and teacher professional training (PLPG) in improving teacher competence. A questionnaire was a data collection technique by asking the respondents written questions in writing.

Analysis of the data used in this study was the statistical analysis of the t-test. The formula used to calculate the percentage of the questionnaire results is as follows:

$$P = \frac{f}{n} \times 100$$

Where :

P : The percentage of the answer

F : Frequency of Respondents' Answers

n : Number of Respondents

DISCUSSION

To interpret the results of the questionnaire, researchers are guided by the following data:

0 %	No one
1%-5%	Almost no
6%-25%	a bit small
26%-49%	Almost half
50%	half
51%-75%	More than half
76%-95%	most of the
96%-99%	almost completely
100%	all

Source: (Kusmiati, 2004)

Discussion of the results of the questionnaire based on the sequence of statements as follows:

Before Doing PLPG

1. Opening Lessons

Answer Choices	Total Answers	Percentage
Yes	25	86,20%
No	4	13,79
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 25 people with a percentage of 86.20%, and the answer "No" was four people with a percentage of 13.79%. So it can be concluded that most of the respondents answered yes that teachers who have not conducted teacher professional education and training (PLPG) open lessons.

2. Motivating Students

Answer Choices	Total Answers	Percentage
Yes	17	58,62%
No	12	41,37%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 17 people with a percentage of 58.62%, and the answer "No" was 12 people with 41.37%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out professional education and training (PLPG) in motivating students.

3. Giving Feedback

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out teacher professional education and training (PLPG) in providing feedback.

4. Mastery of Study Materials

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that teachers who have not conducted teacher professional education and training (PLPG) in mastering the field of study, more than half of the respondents answered yes.

Answer Choices	Total Answers	Percentage
Yes	28	72,41%
No	1	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was 8 people with a percentage of 27.58%. So it can be concluded that teachers who have not carried out professional education and training (PLPG) in managing teaching and learning programs, more than half of the respondents answered yes.

5. Teaching and Learning Program Management

Answer Choices	Total Answers	Percentage
Yes	28	72,41%
No	1	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that teachers who have not carried out professional education and training (PLPG) in managing teaching and learning programs, more than half of the respondents answered yes.

6. Class Management

Answer Choices	Total Answers	Percentage
Yes	22	75,86%
No	7	24,13%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 22 people with a percentage of 75.86%, and the answer "No" was seven people with 24.13%. So it can be concluded that more than half of the respondents who have not carried out teacher professional education and training (PLPG) in managing classes answered yes.

7. Using Learning Media

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the results of the questionnaire contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. More than half of the respondents answered yes so it can be concluded that teachers who have not carried out professional education and training (PLPG) in using learning media.

8. Mastery of Educational Foundation

Answer Choices	Total Answers	Percentage
Yes	24	82,75%
No	5	17,24%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 24 people with a percentage of 82.75%, and the answer "No" was five people with a percentage of 17.24%. More than half of the respondents answered yes, so it can be concluded that teachers who have not completed professional education and training (PLPG) in mastering the educational foundation.

9. Able to Assess Learning Achievement.

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out professional education and training (PLPG) in assessing learning achievement.

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 27 people with a percentage of 93.10%, and the answer "No" was two people with a percentage of 6.89%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out professional education and training (PLPG) understand the principles of managing educational institutions and programs.

10. Understand the Principles of Management of Educational Institutions and Programs.

Answer Choices	Total Answers	Percentage
Yes	25	86,20%
No	4	13,79%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 25 people with a percentage of 86.20%, and the answer "No" was four people with a percentage of 13.79%. So it can be concluded that most of the respondents answered yes to teachers who have conducted professional education and training (PLPG) in understanding the principles of managing educational institutions and programs.

11. Mastering the Thinking Method

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that more than half of the respondents answered yes for teachers who have conducted teacher professional education and training (PLPG) in understanding thinking methods.

12. Improving Skills and Carrying Out Professional Missions

Answer Choices	Total Answers	Percentage
Yes	27	93,10%
No	2	6,89%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 27 people with a percentage of 93.10%, and the answer "No" was two people with a percentage of 6.89%. So it can be concluded that most of the respondents answered yes to teachers who have carried out teacher professional education and training (PLPG) in assessing learning achievement.

13. Skilled in Providing Assistance and Guidance to Students

Answer Choices	Total Answers	Percentage
Yes	26	89,65%
No	3	10,34%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 26 people with a percentage of 89.65%, and three people answered "No" with a percentage of 10.34%. So it can be concluded that most of the respondents answered yes to teachers who have carried out professional teacher education and training (PLPG) in providing assistance and guidance to students.

14. Have Insights About Research

Answer Choices	Total Answers	Percentage
Yes	14	48,27%
No	15	51,72%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 14 people with a percentage of 48.27%, and the answer "No" was 15 people with a percentage of 51.72%. So it can be concluded that teachers who have conducted teacher professional education and training (PLPG) in research insight more than half of the respondents answered no.

15. Getting to Know the Characters of Students

Answer Choices	Total Answers	Percentage
Yes	17	58,62%
No	12	41,37%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 17 people with a percentage of 58.62%, and the answer "No" was 12 people with 41.37%. So it can be concluded that teachers who have conducted teacher professional education and training (PLPG) in recognizing students' character, more than half of the respondents answered yes.

16. Using Time Correctly

Answer Choices	Total Answers	Percentage
Yes	18	62,06%
No	11	37,93%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 18 people with a percentage of 62.06%, and the answer "No" was 11 people with a percentage of 37.93%. More than half of the respondents answered yes, so it can be concluded that teachers who have carried out teacher professional education and training (PLPG) in using time appropriately.

17. Concluding the Lesson

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that more than half of the respondents who have conducted teacher professional education and training (PLPG) in concluding lessons answered yes.

Test Data Analysis

a. Normality test

	X	Y
N	29	29
Normal Parameters[a,b]	62,3333	86,7619
	10,60346	5,83871
Mean	,254	,184
Std.Deviation	,254	,142
	-,152	-,187

Most Extreme Differences Absolute	1,163 ,134	,855 ,458
Positive		
Negative Kolmogorov-Smirnov Z Asymp. Sig. (2-tailed)		

Tabel . One-Sample Kolmogorov-Smirnov

Teacher Competance		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Sk or	Equal Variances assumed Equal Variances not assumed	1,196	,867	3,350 3,350	40 39,46	,002 ,002

Note:

a. Test Distribution is Normal

b. Calculated from data

Test criteria: If Sign. > 0.05 Then the data is "Normal" If Sign. < 0.05 Then the data "Not Normal" From the results of the normality test X = 0.134 and Y = 0.458, both data are greater than 0.05, so it can be concluded that the data has a "Normal" distribution.

c. Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
Scor e	Equal Variances assumed Equal Variances not assumed	1,196	,867

The homogeneity test results at a significance level of = 0.05 indicate homogeneous data. This can be obtained by comparing the significance value listed in the homogeneity test results table, where the significance is 0.867, which states that it is greater than the alpha value (α), which is 0.05

c. Hypothesis testing

Based on the data analysis test results, it can be seen that they have the same variance. This shows that the group is homogeneous so that hypothesis testing can be carried out.The results From the homogeneity data test results show that the value of sig. = 0.867 is on the Equal Variances Assumed line, then the significance of the t-test is read on that line 1 side of the significance value must be divided by 2, so the significance value is 0.001 with the t-test value is 1.196. Based on the criteria that have been set, if the significance is 0.001 < 0.005, then H0 is rejected, it means that there is no effect of Teacher Professional Education and Training with teacher competence while H11 is accepted, indicating that Teacher Professional Education and Training training

influences the professional competence of teachers at SMA Negeri 2 Bantaeng

Teacher Professional Education and Training is an activity carried out to increase professional competence, strengthen teacher mastery and ability in implementing the 2013 curriculum, and determine teacher graduation as certification participants.

In this study, researchers tried to see the effect of teacher training and professional training on the professional competence of teachers. This can be seen in the learning process and also in distributing questionnaires. The questionnaire results for teachers who have not conducted Teacher Professional Education and Training training are 365 with an average of 12.58, while the questionnaire obtained for teachers who have conducted Teacher Professional Education and Training training is 393 with an average of 13.55. The questionnaire This is distributed among 29 students.

The results of this study are supported by previous research conducted by Irnawati in the title of the thesis, "The Contribution of Education and Education and Teacher Professional Training (PLPG) in improving the competence of PPKn teachers" PPKn study program, Faculty of Social Sciences, Makassar State University. With research showing that there is an influence of the contribution of education and education and professional teacher training (PLPG) in improving teacher competence, as well as the results of research

conducted by Aprian Syarif Hidayat with the thesis title "The Influence of Education and Education and Teacher Professional Training (PLPG) in Supporting Professionalism Social science teacher (IPS)" Social Science Education Study Program, Faculty of Tarbiyah and Teacher Training, Jakarta State Islamic University.

Based on the results obtained in research conducted at SMA Negeri 2 Bantaeng regarding the effect of Teacher Professional Education and Training training on teacher professional competence when compared to teachers who have not conducted Teacher Professional Education and Training training and teachers who have conducted Teacher Professional Education and Training training have differences in the professional competence of teachers as expected by researchers with optimal results.

This can be seen in the criteria that have been set, if the significance is $0.001 < 0.005$, then H0 is rejected, it means that there is no effect of Teacher Professional Education and Training with teacher competence while H11 is accepted, indicating that Teacher Professional Education and Training training influences the professional competence of teachers in SMA Country 2 Bantaeng.

CONCLUSION

Teacher Education and Professional Training training affect teacher competence. This can be seen from the significance gain is

0.001 with a t-test value of 1.196. Based on the established criteria, if the significance is 0.001 < 0.005, then H0 is rejected, it means that there is no influence of teacher professional education and training (PLPG) with teacher competence. At the same time, H11 is accepted, indicating that teacher professional education and training (PLPG) influences teacher professional competence.

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The Influence of Parents' Social Status and Economic Conditions on Social Studies Learning Achievement of Elementary School Students 25 Madello Soppeng regency

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Abstract. The economic role of parents, in general, can be said to have a positive relationship to increasing student learning achievement because students' teaching and learning process requires tools or a set of teaching or learning. The aims of this study are 1) to find out whether social status affects the social studies learning achievement of students at SD 25 Madello, Kabupaten Soppeng., 2) To find out whether the economic conditions of parents affect the social studies learning achievement of students at SD 25 Madello, Soppeng Regency., 3) To find out whether the social status and economic conditions of parents affect the social studies learning achievement of students at SD 25 Madello, Soppeng Regency. This research method uses quantitative expost facto research through a correlational approach. The sampling technique of this study is a probability technique with 43 students from grades III, IV, V. The results of this study and alternative hypothesis testing (H3) there is a significant influence between social status and parents' economic condition on social studies learning achievements of elementary school students. 25 Madello, Soppeng Regency.

Keywords: Social Status; Economic Conditions; Learning Achievement

Abstrak. Peranan ekonomi orang tua secara umum dapat dikatakan mempunyai hubungan yang positif terhadap peningkatan prestasi belajar peserta didik ini, disebabkan proses belajar mengajar peserta didik membutuhkan alat-alat atau seperangkat pengajaran atau pembelajaran. Tujuan dari penelitian ini yakni: 1) untuk menganalisis apakah status sosial berpengaruh terhadap prestasi belajar IPS peserta didik SD 25 Madello Kabupaten Soppeng., 2) Untuk mengetahui apakah kondisi ekonomi orang tua berpengaruh terhadap prestasi belajar IPS peserta didik SD 25 Madello Kabupaten Soppeng., 3) Untuk menganalisis apakah status sosial dan kondisi ekonomi orang tua berpengaruh terhadap prestasi belajar IPS peserta didik SD 25 Madello Kabupaten Soppeng. Metode penelitian ini menggunakan kuantitatif dengan jenis penelitian *expost facto* melalui pendekatan korelasional. Teknik sampling penelitian ini adalah teknik *probality* dengan subjek penelitian sejumlah 43 siswa dari kelas III, IV, V. Hasil dari penelitian ini dan pengujian hipotesis alternatif (H3) ada pengaruh yang signifikan antara status sosial dan kondisi ekonomi orangtua terhadap prestasi belajar IPS peserta didik SD 25 Madello Kabupaten Soppeng.

Kata kunci: *Status Sosial; Kondisi Ekonomi; Prestasi Belajar.*

INTRODUCTION

Education is one of the foundations in educating the nation's children to build the nation and state into a developed country. It currently plays an important role as the basis for producing quality human beings who have competitiveness and the basic ability to absorb technology to increase productivity. According to (Abdullah and Safarina, 2013), "Education is one of the functions that must be carried out with the best of the family, community, and government in an integrated manner to develop the function of education". Starting from this awareness, it is necessary to plan policy steps and programs to create the human qualities needed following the demands of the times. In this context, all aspects of society must improve the nation's education. The purpose of national language education chapter II article 3 of the Republic of Indonesia Law no. 20 of 2003 concerning the national education system (2003: 5) are: "The development of the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens who democratic and responsible. Therefore, Indonesian citizens have the power to get quality education in line with the interests and talents of the successors of this nation, regardless of social status, economic status, ethnicity, ethnicity, religion, and gender. In a learning phase, it will be said that the teaching-learning process is an activity that teachers usually carry out as learning resources and students as recipients of this learning. This is social interaction or introducing knowledge from teachers to students (Pratiwi & Prasetya, 2019). Education is a conscious, planned, and systematic effort to humanize humans or learn the knowledge, skills, and habits of a group of people passed down from one generation to the next through teaching, training, or research. The definition of education, according to Dewey is the process of forming fundamental skills intellectually and emotionally towards nature and fellow human beings. In contrast to the notion of education, according to Dewantara, education is an effort to advance the development of character (inner strength), mind (intellect), and physical child. Education is a conscious and planned effort to create a learning atmosphere and learning process. Students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by society, nation, and state.

To form quality successors of the nation, students need learning resources or teachers who have characteristics or characteristics, namely having an ideal personality following pedagogic and psychological requirements, as for what must be owned by educators, namely having the competence and having teacher professionalism.

In the teaching and learning process, should be able to realize an effective, efficient,

and interesting learning process. Teachers or teachers should be able to provide appropriate teaching in terms of knowledge and student learning strategies to create a comfortable and efficient learning atmosphere both in and outside the classroom. Learning will be successful if students experience an increase in the learning that has been given and can solve the reflection questions that the teacher has given, the teacher or teacher has met many kinds of students, so teachers and students need to know and deepen learning theories in order to help solve students' learning problems. Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System Chapter II article 3 states that: National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Social studies subjects in elementary schools are an embodiment of an interdisciplinary approach. To form quality future generations, students need learning resources or teachers who have characteristics or characteristics, namely having an ideal personality following pedagogic and psychological requirements, as for what must be owned by educators, namely having the competence and having teacher professionalism.

In the teaching and learning process, should be able to realize an effective, efficient, and interesting learning process. Teachers or teachers should be able to provide appropriate teaching in terms of knowledge and student learning strategies to create a comfortable and efficient learning atmosphere both in and outside the classroom. Learning will be successful if students experience an increase in the learning given and can solve the reflection questions that the teacher or teacher has given. The teacher or teacher has met many kinds of students, so teachers and students need to know and deepen learning theories so that they can help solve the problems of learning for social science students, which emphasizes students interacting with each other, especially with friends and teachers, when learning activities are carried out. This can be seen from the rationalization of the design of social studies subjects which aim to develop the ability of students to become members of the community who have the knowledge, understanding, and analytical skills of the social conditions of society in entering dynamic social life, especially in the process of learning activities in the classroom. (Henri, 2018). (M. Dimyati and Mudjiono, 2013) stated that "Learning achievement is the result of an interaction between learning and teaching". (Femi Olivia, 2011) defines "Learning achievement is the peak of learning outcomes that can reflect the results of student learning success against the learning

objectives that have been set." The Ministry of (National Education, 2006) aims explicitly for social studies subjects so that students have the following abilities: (1) develop concepts related to people's lives and their environment; (2) have the basic ability to think logically and critically, curiosity, problem-solving and skills in social life; (3) have a commitment and awareness of social and human values; and (4) have the ability to communicate, cooperate and have competence in a pluralistic society at local, national and global levels.

Based on the description above, it can be said that social studies subjects have strategic and essential value in preparing superior, reliable, and moral human resources from an early age. Social studies subjects are systematically, comprehensively, and integrated with the learning process towards maturity and success in social life. Once the importance of social studies in everyday life is inversely proportional to the response given by students in this subject (Minat et al., 2010). Related to education, to create quality and high-achieving human beings, students must have good learning achievements. Learning achievement is an important indicator to measure the success of the teaching and learning process, and learning achievement can also be a benchmark of the level of students' understanding of certain materials that have been given after students experience the learning process for a certain period of time and are expressed in the form of values.

Observations in the field found that the problem was that parents of students had a very limited economy. Hence, it wasn't easy to finance their children in taking a better education. Most of the parents of students had an education level that only graduated from elementary school and did not have an education bench, so they did not understand about levels of education that can take their children to a better future. If the child is not supported with adequate facilities for his educational needs, the child will have difficulty learning so that achievement is achieved. Breastfeeding for children will also be low due to inadequate parental income to support their children's schooling needs (Suciningrum & Rahayu, 2015). The social environment is a community environment where there are individuals with each other. There will be many differences that distinguish one person from another in social life. Then these differences will form a level that will unintentionally become a differentiator in society. These differences can classify an individual to a level that unintentionally includes the individual into a certain level. This level cannot be requested or rejected because the difference occurs by itself and forms a level by itself. According to (Nasution, 2004), social status is a person's position in a social group. Social status (social status) is related to other people's social environment, prestige, rights, and obligations. Soekanto defines "status or position as a person's place

or position in a social group with respect to other people in an even larger group.

Factors that significantly affect the teaching and learning process can be classified into two groups, namely internal factors, and external factors. Internal factors can be interpreted as factors from within the individual, as the main role as a subject of study, such as health, body normality, interests, character. Internal factors need attention for improving learning achievement. While external factors such as family and environmental factors. Family factors can be in the form of circumstances or economic conditions of parents or students' families. The socioeconomic status of their parents influences the consumption behavior of students. According to Wahyono, students' consumption behavior cannot be separated from the influence of their parent's socioeconomic status (Purwati, 2011).

(Ackadiyah, 2013) Parents' socioeconomic status is a person's place in general in society with respect to other people, in terms of environment, association, prestige, and rights and obligations (Soejono Soekanto, 2012). Parents' socioeconomic status and adequate learning facilities and infrastructure can help students provide direction and handle learning, which means that it can provide the strength contained in (Themselves 2011). Thus, students are expected to study hard and diligently to obtain good and satisfying learning achievements.

The economic role of parents, in general, can be said to have a positive relationship with increasing student learning achievement because the teaching and learning process requires students to use tools or a set of teaching or learning tools, where these tools are used to make it easier for students to get information, manage learning materials that can be used. Obtained from school. The economic situation of the parents of students also supports students in the procurement of learning facilities and infrastructure, which will facilitate and assist the school in improving the teaching and learning process. A set of teaching or learning requires no small amount of money. Teaching and learning tools mean textbooks, pencils, rulers, books, worksheets, etc.

This situation also occurs at SD 25 Madello, Soppeng Regency. This school accommodates students from various economic backgrounds and different parents. The socio-economic condition of parents is one factor that determines the success of children's education. The diversity of parents' financial backgrounds can also affect the ability to finance their children.

(Reni, 2014) states that: In general, children from upper-middle-class families get more direction and good guidance from their parents. Children with low economic backgrounds can get sufficient guidance and direction from their parents because parents focus more on meeting their daily needs.

The socioeconomic conditions of the family certainly affect the development of children, especially their learning achievement. If we note that with a good economy, the material environment faced by children in the family is wider, students have wider opportunities to develop various skills. That students do not develop if there is no infrastructure. The relationship between his parents lives in a moderate socioeconomic status and is less subject to fundamental pressures such as obtaining an adequate living. (Megawati, 2021) Social stratification relates to an individual or group's status (position) with a set of roles that must be realized. Moore and Davis argue (Sunarto, 1993: 116) social stratification is necessary for the survival of a society that places a person in a high or low social position. Through social stratification, social order is possible in people's lives. In Weber's concept, various factors can influence and shape social stratification. Factor. Social stratification that determines the status of a person or group in society can be obtained based on the descent, which is not accompanied by an effort (ascribed status), for example, social status based on caste in India or Bali, but some can be obtained only by hard work (achieved status), for example, social status motivated by the possession of one's education level. Apart from Weber's opinion, further research will only focus on social status, motivated by economic factors (Sunarto, 1993).

Suppose the child lives in a low-income family. In that case, the child's basic needs are not met, resulting in inadequate learning facilities for students and less effective learning. Children's education is also disrupted. It may even be that children have to work to earn a living to help their parents even though it is not yet time for children to work. Things like this will also affect children's learning achievement in school. Although it is undeniable that the family's economy is weak, this situation has become a whip for him to study harder and eventually become a big success.

On the other hand, rich families often tend to spoil their children. Children will only have fun and splurge, so as a result, children are less able to focus their attention on learning. This can also interfere with children's education so that their learning achievement is not satisfactory.

(Ahmadi, 2016) explains that: The school as an educational center seeks to help increase the growth and development of students. However, the success of the teaching and learning process is influenced by several factors, both from within the students and from the child's environment.

In connection with the explanation above, it is necessary to have a breakthrough in identifying the factors that can affect the improvement of teaching quality in general and the improvement of students' social studies learning achievement in particular by

utilizing all learning resources in the teaching process. These learning resources are learning situations and environments, teaching tools, and materials. These learning resources must be optimized in the teaching and learning process. Based on this background, the authors are interested in researching: "The Influence of Parents' Social Status and Economic Conditions on Social Studies Learning Achievement of Students at SD 25 Madello, Soppeng Regency".

Based on the background above, the formulation of the problem is as follows: 1) Does social status affect the social studies learning achievement of SD 25 Madello elementary school students, Soppeng Regency?, 2) Does the economic condition of parents affect the social studies learning achievement of elementary school students 25 Madello, Soppeng Regency?., 3) Do the social status and economic conditions of the parents affect the social studies learning achievement of the 25 Madello elementary school students, Soppeng Regency?

RESEARCH METHODS

The approach used in this research was quantitative. The type of research used is expost facto with a correlational approach, namely analysis to determine the effect of two or more variables (Purnomo & Rosalina, 2016). According to (Sugiyono, 2011), "quantitative methods are used to examine certain populations or samples, sampling techniques

were generally carried out randomly, data collection used quantitative/statistical data analysis research instruments with the aim of testing hypotheses. determined" This study seeks to reveal the effect of the variables between social status and the economic condition of parents on the social studies learning achievement of students at SD 25 Madello, Soppeng Regency. The population in this study were all students in grades III, IV, and V of SD 25 Madello, Soppeng Regency, which collected 106 students. The sampling technique used in this study was a probability or placement technique, where the research sample was 43 students in grades III, IV, and V SD 25 Madello, Soppeng Regency. Management of research data, carried out using the Statistical Package for Social Science (SPSS) application for windows version 20. Using inferential statistical analysis including a) linearity test, b) multicollinearity test, c) correlation analysis, d) simple linear regression analysis, e) Multiple linear regression analysis, f) Statistical Hypothesis.

DISCUSSION

The results of descriptive statistical data analysis of variables of social status and economic conditions of parents on social studies learning achievement of students at SD 25 Madello, Soppeng Regency. The results of descriptive analysis on the social status variables of parents in class III are in the high category with a percentage of 62%, class IV is

in the high category with a percentage of 53%, and class V is in the high category with a percentage of 73%. While the results of the descriptive analysis on the variable of the economic condition of parents in class III are at a high level with a percentage of 54%, class IV is at a high level with a percentage of 47% and class V is at a level with a percentage of 80%. Furthermore, the results of descriptive analysis on the social studies learning achievement variable in class III are at a good level with a percentage of 85%, class IV is in a good category with a percentage of 67%, and class V is in a good category with a percentage of 67%. Parents' high social status and economic conditions significantly affect social studies learning achievement, which can be proven through inferential tests.

The results of data processing explain that hypothesis H0 is rejected because the significant value is less than 0.05, which means that H1 is accepted with the assumption that the social status and economic conditions of parents influence social studies learning achievement. This also indicates that if the influence of parents' social status and economic conditions increases, the social studies learning achievement of students at SD 25 Madello, Soppeng Regency will also increase. The regression equation also implies that every one-unit increase in the influence of parents' social status and parents' economic conditions will be followed by an increase in social studies learning achievement.

However, suppose the socioeconomic status of parents ensures the welfare of their children. In that case, if the parents do not pay special attention to their children's education, it will also affect the social development of their children. The statement above can be interpreted that parents who have above-average incomes are sometimes more concerned with their work and social conditions in the community. Sometimes, they focus less on their children even though they can financially meet their children's basic needs in terms of education. Meanwhile, there are families whose socioeconomic status is middle to lower but places great importance on good and adequate education for their children to improve their social position. Research conducted by Dini stated that the factors that influence interest in continuing education to higher education are learning motivation factors, learning achievement factors, and parents' socioeconomic conditions (Barokah & Yulianto, 2019). The social position will affect the person's position in different social groups. According to (Ngalim Purwanto, 2017) suggests that: The family's financial ability will directly or indirectly influence education and work or position and consider the results achieved in education and career.

In addition, harmonious family conditions will lead to student learning success because all family functions are realized. Meanwhile, less harmonious family conditions do not support student learning success

because one of the family functions is not realized. Parental attention to children influences the smoothness of children's education at school. The needs of children in families from groups with high socioeconomic status tend to be considered compared to children from groups with low socioeconomic status.

The significance value for the influence of the variables of social status and parents' economic conditions simultaneously on social studies learning achievement in class III is Sig 0.000 < 0.05 and F count is 27,293 > F table 3.98, class IV is Sig 0.000 < 0.05 and F count is 17.465 > F table 3.81 and class V Sig 0.000 < 0.05 and F count 21.672 > F table 3.81. So it can be concluded that the third hypothesis testing (H3) in class III, IV, and V are accepted, which means that social status and parents' economic condition simultaneously influence social studies learning achievement. This is in line with the descriptive analysis, which provides information on the influence of social status and economic conditions of parents who are in the high category, followed by social studies learning achievement, which is in the very high category.

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various skills that students cannot develop if there is no infrastructure. As well as, the relationship of parents in social status and economic conditions are sufficient and are less subject to fundamental pressures such as in obtaining a good living. Parents can devote deeper attention to their children's future if they are not burdened with the problems of the primary needs of life. The high influence of parents' social status and economic conditions makes these students more motivated to maximize their potential in the learning process at school because they have the support of their parents. These students are also more controlled in terms of associations that can affect their learning achievement at school.

Based on the description above, it can be concluded that the influence of parents' social status and economic conditions is closely related to students' social studies learning achievement at SD 25 Madello, Soppeng Regency. As for some of the results of previous research conducted by (Hamran, 2016), the Effect of Parents' Social and Economic Status on the Motivation to Continuing Education to Higher Education in Class XII Students of SMK Negeri 1 Palangga, Gowa Regency. The research results conducted by (Irma Suriyani, 2012) showed the effect of parents' education level and parental income on student learning achievement at Bulo-bulo Elementary School, Arungkeke, Jeneponto Regency.

CONCLUSION

Based on the results of the analysis of hypothesis testing and discussions that have been carried out previously, the conclusions generated in this study are as follows: 1) The effect of social status on social studies learning achievement for students in grades III, IV, and V SD 25 Madello, Soppeng Regency is positive, which means the effect is positive. Significant, and the contribution is real.

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