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## Strengthening Literacy Learning Methods In Improving Reading Skills

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**Abstract.** This study aims to describe the literacy learning method in improving students' reading skills at SDN 3 Ngringin, Nganjuk. This research method used is descriptive qualitative. The study obtained primary data through in-depth interviews and observations of informants, which consisted of several elements, namely, school principals, teachers, and students. The informants were chosen because they were directly involved in the literacy teaching-learning method at SDN 3 Ngringin. The school was chosen because it is a formal educational institution which is categorized as underdeveloped. This study uses an analysis of learning theory from Pinnell and Fountas. The results showed that the literacy learning method applied by the student of Kampus Mengajar program got positive responses from students. This can be seen from the enthusiasm and motivation of students in understanding the learning materials. The learning outcomes can improve students' reading literacy skills.

**Keywords:** Method of Literacy Learning; Reading Skills; Enthusiasm; Motivation

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**Abstrak.** Penelitian ini bertujuan untuk mendeskripsikan metode pembelajaran literasi di SDN 3 Ngringin, Nganjuk dalam meningkatkan keterampilan membaca siswa. Metode penelitian ini adalah kualitatif yang bersifat deskriptif. Penelitian memperoleh data primer melalui wawancara wawancara mendalam dan observasi terhadap informan, yang terdiri dari beberapa unsur yaitu, kepala sekolah, guru, dan siswa. Para informan tersebut dipilih, karena mereka yang terlibat langsung dalam metode pembelajaran literasi di Sekolah Dasar Negeri 3 Ngringin. Sekolah ini dipilih sebagai tempat penelitian karena merupakan lembaga pendidikan formal yang dikategorikan tertinggal. Penelitian ini menggunakan analisi teori pembelajaran dari Pinnell and Fountas. Hasil penelitian menunjukkan bahwa metode pembelajaran literasi yang diterapkan pada mahasiswa Kampus Mengajar mendapatkan tanggapan positif dari siswa. Hal ini dapat dilihat dari antusiasme dan motivasi siswa dalam memahami materi pembelajaran. Hasil pembelajaran tersebut dapat meningkatkan keterampilan literasi membaca siswa.

**Kata Kunci:** Metode pembelajaran; Literasi Membaca; Antusiasme; Motivasi

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## INTRODUCTION

The pandemic covid-19 has disrupted the normal functioning of the implementation of learning. According to (UNESCO 2020), around 1.5 billion students worldwide are unable to do face-to-face learning in schools. This is done as an effort to prevent the spread of Covid-19 transmission in educational activities. The Ministry of Education and Culture of Indonesia prepared with alternative scenarios including the online learning process. Several schools are starting to implement policies on teaching and learning activities from a distance process. This is actually not an obstacle for schools which already have an online academic system meanwhile it will be an obstacle for schools which not yet have an online academic system. Moreover, the role of parents who are also teachers when learning at home is sometimes less effective because the portion of the attention of each child's parents is different. Therefore, it makes education authorities around the world create a methodology of study on learning strategies effectively, the quality of learning does not decrease, even though there are considerable obstacles, including answering what and how these strategies can be implemented (Luthra, Poornima & Mackenzie, 2020).

Since the pandemic Covid-19, distance learning was carried out online. The transition to online learning by schools and universities has received considerable attention although

online learning is not a new thing. Before pandemic, we have become familiar with the internet in form of many learning activities. This is different with the students who are in remote areas which do not have a good internet connection. They also do not have technological facilities such as smartphone or laptop to follow the online system of learning experience. Therefore, the students need to be guided and stimulate before, during, and after learning material in the classroom. It can be a challenge for the education circumstance to be creative to solve the problems.

Based on the phenomenon above, the Kampus Mengajar program batch 1 in 2021 which is held by the Ministry of Education and Culture of Indonesia are part of the fulfillment of the Merdeka Belajar policy. It is expected to be a solution towards various distance learning problems. Kampus Mengajar program involves the students who are from various educational backgrounds to assist the learning process at the elementary school level in remote areas which is accredited with a maximum of C and provides opportunities for students to learn to develop themselves through activities outside the lecture class (Budi, Sandi & Saefudin, 2021). Through the Kampus Mengajar program, students are invited to become agents of change and create students who implement Pancasila in their daily lives. Besides, the participate in the Kampus Mengajar program, the students will have the opportunity to hone the spirit of

leadership and gain teaching experiences in elementary school education.

One of the Kampus Mengajar programs is focused on literacy learning activities. The students' low interest in reading has an impact on poor literacy skills. The basis of literacy is not only on the ability to read the text but also have to understand the meaning what the text is. Based on an assessment presented by PISA (Program for International Student Assessment) showed that Indonesia got a score of 371 which means it is the third-lowest ranked country (Abidin, 2018). Therefore, the activity of cultivating interest in reading through the habituation of 15 minutes book reading before starting the learning process by the regulation of the Minister of Education and Culture No. 23 of 2015 is a strategy to foster students' reading skills. To assist with this activity, reading comprehension skills should be reinforced by the teacher. The teacher's role through literacy development does not cease when students have a high interest not only in reading but also in a habituation literacy activity (Joyo, 2018). It is related to the implementation of integrated thematic learning that produce students are able to use information intelligently.

Literacy development should be applied to comprehensive learning between the students' critical thinking skills and the language of the text in certain contexts. Several studies have been conducted related to the development of literacy habituation.

According to (Puspita et al., 2017), Integrated Thematic Learning (ITL) featuring School Literacy Movement (SLM) had a significant influence to improve reading comprehension ability of 5<sup>th</sup> graders in the classes applying SLM. SLM was an effort implemented in the schools to develop reading habits for elementary school student. Another study also revealed by (Yunita, E.F.A., Suneki, S., Purnamasari, 2019), the school literacy movement (GLS) is applied in thematic learning. There are many ways are provided by the school to support students' ability to obtain information through reading independently, namely reading corner facilities in each classroom with providing various collection of books, posters, and wall magazines to place students' written work.

This research is different from previous studies because literacy learning is considered the most challenging task to accomplish by teacher. One of the factors that caused the students of SDN 3 Ngringin Nganjuk to be less motivated is the teachers did not use interesting learning methods. All of them did not understand how to use the platform of Merdeka Mengajar which is published by Kemendikbud. It provides some references for teachers to develop competencies and teaching practices in accordance with the Merdeka Belajar curriculum. Hence, this research aims to see the changing habit of elementary school students in reading literacy learning which is guided by student of Kampus Mengajar



program. It is an attempt to implement attractive reading literacy methods in elementary school which is located in rural areas.

The results of observation show that the problems found in literacy learning are low-grade of elementary school students who have not been able to read and write properly. As for high-grade students is a lack of confidence in students' motivation to develop reading literacy skills. Therefore, this study aims to analyze the educative literacy learning method applied by the student of the Kampus Mengajar program batch 1 2021 in improving reading skills in schools affected by pandemic Covid-19.

## RESEARCH METHODS

This research uses a descriptive qualitative method approach. This method is used as an effort to describe literacy learning at the State Elementary School 3 Ngringin, Nganjuk. The research method used is qualitative. Therefore, the writer becomes a research instrument (conduct direct interviews with informants (Neuman, 2000)). In this case, the interviewer and the informant have an equal position. Interviews are carried out in a structured manner, namely an interview with the same questions to the informant, and interviews are conducted repeatedly. Each interview are conducted to repeat the question raised by the previous.

The type of research used is a case study which was taken by in-depth exploration of one or more programs, events, processes, activities. This research was conducted for 3 months on 23 of March to 25 of June, 2021, at SDN 3 Ngringin, Nganjuk. The research involved 22 students and 4 teachers. Those selected teachers were chosen from the length of the experience they teach reading literacy for each grader. The subjects were of low graders with their average ages 7-8 years (grades 1 and 2) and high graders with their average ages 10-11 years (grades 5 and 6) Academic Year 2020/2021. The lower graders were chosen as research subjects because they were considered as primary literacy students, while the high graders were assumed that they were able to communicate oral and written. Data collection techniques were obtained through observations and in-depth interviews with teachers and students in low and high graders. For the teachers, the questions deal with the practicality and effectiveness of the literacy learning method. Practicality is intended to know the teaching strategy in implementing the materials and for the effectiveness deals with the benefits of using the materials in teaching literacy, especially in reading skills. The other interview is done with the students from each level. It is used to get information about the adequacy of reading materials and also the interesting literacy materials needed.

Documentation data on the process of learning methods and materials were used to support research data. Meanwhile, the data analysis technique used is to summarize, choose important things according to the theme. Furthermore, the data were reduced and identified. The collected data would be presented in descriptive text and draw conclusions according to the objectives of this study (Miles, Matthew B & A. Michael, 2017).

## DISCUSSION

In this research, the portrait of implementation of literacy at SDN 3 Ngringin, Nganjuk has been carried out well by enacting several strategies used by the students of Kampus Mengajar program. There are many goals to be achieved in the implementation of literacy in elementary schools through literacy activity, including the habituation of reading interest. Hence, teacher is expected to be more creative to make students motivated and attracted to the literacy materials. Previous studies were conducted by (Puspita et al., 2017), and (Yunita, E.F.A., Suneki, S., Purnamasari, 2019) showed that the method of integrated thematic learning assists the students to develop their reading literacy. Through the School Literacy Movement (SLM) program, the students obtained knowledge from various books to develop their reading. Therefore, the explanation above underlies this research to investigate the literacy learning method used by the student of

the Kampus Mengajar program in improving students' reading skills. Nevertheless, as explained previously, teaching reading literacy should be taught to students at their critical age. It is necessary because the reinforcement of literacy in elementary school is an effort to prepare students to improve reading skills in advanced degrees.

In line with the above condition, the Ministry of Education and Culture of Indonesia which was officially published that the curriculum of Merdeka Belajar focuses on students' competency development at their stage (Direktorat Sekolah Dasar, 2018). Therefore, the emergence of Merdeka Belajar curriculum in elementary school provides authority for schools to manage learning methods based on the characteristic of students. This of course also relates to the teacher's materials are appropriated with students' needs.

The implementation of distance learning with an online system according to circular instructions on March 17, 2020, from the Ministry of Education and Culture of Indonesia could not be conducted optimally (observation at SDN 3 Ngringin, Nganjuk). Hence, the learning process during the pandemic was conducted face-to-face with paying attention to health protocols. This was a consideration that the small number of students consists of 5-6 students in one class.

Education in Indonesia regarding learning at the Elementary School (SD) level

was directed at strengthening literacy (Hermawan, R., Rumaf, N., 2020). The concept of basic literacy in elementary school was defined as literacy which is associated with language skills such as reading, writing, speaking, and listening. Those four skills are interrelated with each other. Reading activities presented by students could vary depending on the reading strategies applied in the literacy learning process (Yunita, E.F.A., Suneki, S., Purnamasari, 2019). Cultivating interest in reading text on students was part of the literacy strategies. In line with the previous statement, (Irianto & Febrianti, 2017) stated that the strategy to master literacy is to inculcate reading habits in order to gain the information and knowledge. Reading literacy is essential thing which must be experted by elementary school students.

According to the Ministry of Education and Culture, the teacher needs to strengthen systematic and continuous efforts to enhance students literacy skills (Kemendikbud, 2018). Learning strategy should be delivered to students by considering some principles. It is in line with the purpose of the School Literacy Movement (GLS) to foster reading interest and literacy skills have been launched since 2016, nevertheless, it has not fully nudged the learning aspect in the classroom effectively due to the different conditions of schools and classes. The breakthroughs in developing literacy culture through the GLS from the Minister of Education and Culture were

required to read, particularly for elementary/MI, SMP/MTS, and SMA/MA levels. This strategy should be done completely by considering various components involved in literacy learning process. According to Antasari, GLS was a comprehensive and sustainable attempt to enact a learning organization whose citizens were literate for life through public involvement (Antasari, 2017). However, the conditions of the field indicate a lack of student interest in reading which has implications for lack of reading literacy for students. It was also related to the implementation of literacy obstacles in school due to the lack of availability of books in the library.

Research Syahriyani revealed that the literacy culture of students was an important activity at others levels of education in general. By increasing the students' literacy culture could participate an active role in emulating the reading and writing culture in order to improve the quality of the nation (Syahriyani, 2010). Literacy culture implied that a habit that was conducted will become a culture. It was expected that the result will trigger students to create critical thinking and achieve learning outcomes.

However, students could support the implementation of student's literacy learning activities in schools (interview with one of the teachers of SDN 3 Ngringin on April 24<sup>th</sup> 2021, in Nganjuk, East Java). The programs

were provided by Kampus Mengajar have been very well designed in applying successful literacy learning. It would provide literacy activities through various strategies for all students' levels. Besides, the implementation literacy program was carried out not only in one subject but also in all subjects.

Several literacy learning strategies were applied by students of the Kampus Mengajar program to improve student learning abilities were the use of varied texts of teaching materials and a well-designed program of activities in learning according to the students' requirements. The reading literacy method for low grades (1 and 2) applied by students includes guessing games. The technical game was making a small piece of paper contains a picture or writing of a word; thus, students were asked to read the word. Likewise, students could enrich the vocabulary and spelling of a word. Vocabulary was shown by students' mastery of the names of objects, actions, emotions, and simple concepts in the surrounding environment (Kemendikbud, 2019). Furthermore, students were given instructions to string or arrange word by word to form a sentence (interview with one of the students on June 10<sup>th</sup> 2021, in Nganjuk).

In communication process, it was known that students used spoken language and absorb new vocabularies. This language ability develops students naturally in daily activities (Kemendikbud, 2019). Therefore, the technical guessing game through pictures

delivered orally by student of Kampus Mengajar program also served to convey students' ideas, thoughts, and imaginations. Thus, the new vocabularies introduced and discussed in the technology were expected to be able to show students' language potential ability.

Shared reading and guided reading literacy learning methods were conducted aloud or silently for low-grade (1 and 2). Reading aloud and silent are both type of reading which differ only in process. The students were given time to more concentrate when reading books silently. Meanwhile, reading aloud is an effective reading method that builds not only the knowledge but also the pronunciation which are produced by the students. When the students made a mistake in pronouncing the words, the teacher would be correcting them. This was proven based on the research from Huda, Kartanegara, & Zakaria, reading aloud developed the students' reading skills and comprehend of knowledge (Huda et al., 2015). Besides, it could perform to revive the students' interest and increase the spirit to think and read. Furthermore, the method applied of literacy learning for high-grade students (5 and 6) was the stage of habituation to train students' self-confidence. This method was popular with the term Think-Pair-Share in cooperative learning (Kemendikbud, 2018). It was applied at all levels of education to encourage student participation. At this stage, students were led to think independently,

discuss about the questions given in pairs or groups, and try to create an idea. Most importantly, students learned to respect other students' ideas which certainly different from theirs when presented in front of the class.

Through the use of Think-Pair-Share method in reading literacy stimulates students' communication skills to convey and interpret ideas. Generally, children in elementary school like to imitate other people's figures as role models in communicating, reading, and writing (Kemendikbud, 2019). The benefits of conveying ideas in communication learning assist students become good readers. However, this method involved a positive change process towards students' self-confidence (Kemendikbud, 2018). The process occurred when they paid attention to each other in conveying ideas in front of the class with the group. Students will be more motivated to share what they have learned. The method was more productive eventhough it required time to implement because all students were involved in the discussion.

Based on the census of the Central Bureau of Statistics illustrated that people tended to watch television as much as 85.9% compared to people who listen to radio amount 40.3% and read newspapers amount 23.5%. Therefore, (Surangga 2017) stated that the tendency of people' interest was watching. This condition raises particular attention by student of Kampus Mengajar program to utilize digital technology of interactive videos

from *YouTube* for reading literacy learning. Watching videos was the ability to listen because they only saw text visually and listened to audio (Yuliana, S., Wikanengsih, Kartiwi, M, 2020). The first step of learning to comprehend the digital literacy was the students were asked to predict the contents of the reading based on the title. After predicting and reading the content, the students got the opportunity to present the story of video in front of the class. The second step, the students were guided to access YouTube to find the titles of video related to topic. For instance, the students typed the address link of literacy digital for children. After the students successfully found the reading literacy digital, they read and make a note with the group.

In the context of reading literacy digital, the students obtained new experience and knowledge in using digital devices. Actually, the majority of them were no strangers to access the video from YouTube. The choice of the video from YouTube as a variable aims to introduce learning which is in line with the development of the industrial revolution or digital era. It also trained students' thinking and attitudes in terms of applying digital literacy using media than print in the form of text visualization. (Kuntarto, H, B. & Praskah, 2021). Nevertheless, the students should be proper in utilizing digital literacy through internet. They could distinguish the sites which they should access useful for themselves. From those digital reading literacy

activities, the students were allowed to experience outside to convey opinions which impact their ways of thinking of integrating material into their work. In other words, the use various innovative digital literacy methods had positive impact to produce a quality reading literacy environment for elementary school students.

The implementation of the literacy method using interactive video was displayed on low and high-grade students. From the data, the treatments were conducted by student of Kampus Mengajar was different in each class. Here were some reading literacy learning instructions in various subjects; *First*, created a prediction. This ability treated students to interpret and respond the reading text. *Second*, a hint of anticipation. This method was used for grades 1 and 2. The student of Kampus Mengajar program prepared reading literacy material in multimodal form which was form of text, images, symbols, graphics, or signs. She instructed the elementary school' students to fill the answer before reading the text based on prompts on the multi modes which were attached to the text.

From the findings, the teacher stated that literacy learning activities were not optimal at every student's grade level. The low motivation of students' interest in reading and library facilities were not provided lead to lack of reading habituation in the school environment (interview with one of the teachers on June 25, 2021 in Nganjuk).

Therefore, reading literacy activities were needed to accommodate solution of the problems. Through motoric activities were conducted by student in low grades (1 and 2) and high grades (5 and 6), students' skills are not only limited to reading and writing but also understand on comprehensive learning. The student of Kampus Mengajar program provided activities such as demonstrating an instrument, physical activity, playing, singing, and listening to music. The implementation of these activities was presented by the storytelling method.

In this context, the teacher still used the conventional method in teaching and learning activities (interview with the principal on June 20, 2021, in Nganjuk). Therefore, student of Kampus Mengajar program introduced the strategy of reading or storytelling through reading books at the beginning of literacy learning. She used various kinds of story books that contain the moral character and message values from the stories presented. The magnitude of the role of story books on personality establishment can be used to inculcate morals and character.

Based on Hermawan, Rumaf, Solehun, good text material in reading habituation activities for 15 minutes before learning begins is containing character values in the embodiment of local, national, and global wisdom (Hermawan, R., Rumaf, N., 2020). Habit is not something that occurs naturally within oneself, but it is the result of a learning

processes, experiences, and environmental influences (Yuliana, S., Wikanengsih, Kartiwi, M, 2020). Therefore, the profile of the Kampus Mengajar program leads a student who has Pancasila' character in all elements of race, gender, religion discrimination against must be avoided. Moreover, the reading book materials given to the elementary school' students should contain the values of character.

Pinnell and Fountas explained that literacy activities would presented optimally if students were guided to think about the text (thinking within the text), think about the meaning of reading (thinking about the text), and think about the context of reading (thinking beyond the text) (Pinnell, Gay Su & Fountas, 2011). The following questions were asked by student of Kampus Mengajar program related to reflection and evaluation after reading book materials based on Pinnell and Fountas (Pinnell, Gay Su & Fountas, 2011):

No	Method of learning	Aktivitiy	Student question
1.	Thinking about features in text (thinking within the text)	Identify the letters of a word	What letter is it? How many letters are in this word?
		Recognize new vocabulary and search the meaning through sentence context	Try what does this word mean?

		Instruct students to to imitate intonation according to punctuation (dots, commas, question marks, exclamation points) when reading a word or sentence	How do I do it? Let's read together
2.	Thinking about meaning in the text (thinking about the text)	Instruct students to identify the number of story characters	How many characters are there in this story?
		Instruct students to listen the contents of story synopsis	How is the story? How the story ends?
		Practice sharpening the memory and mentioning the character, feature, and physical appearance of story	What is the character of actor A, B, C? How is the physical appearance?
3.	Thinking about context (thinking beyond the text)	Discuss the meaning and purpose of the story character	Why would A do that?
		The same character experienced by story figures	Have you ever experienced the same things? The character's

			action was good
		Instruct students to interpret the story	What would you think if...? How do you know that?

Table 1: Reflection and Evaluation for Student

In addition, the student of Kampus Mengajar program not only asked questions about the reading text but also invited elementary school' students to learn the relationship of meaning or semantics of language. They were opposites (antonyms) and synonyms (synonyms). Understanding antonyms and synonyms directly would increase the students' diction or word choices. Another activity after reading was identifying syllables. Students was asked to guess the number of syllables while clapping and identifying each letter in the word. The students were asked about illustrations and synopsis. They were asked to create new causal sentences. The following were examples of student Kampus Mengajar program' questions:

Question: Why didn't Ali go to school?

Answer: Because Ali had a toothache

From the example above, the students were asked to string causal sentences in worksheets that students had made on the whiteboard as follows.

Number	Cause and Effect Sentence
1	I am not happy because .....
2	The girl is a smart girl because .....
3	He brings umbrella because.....
4	I will wear my jacket because .....

5	I am afraid to be home alone because.....
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Table 2: The Worksheet of Cause-and-Effect Sentence

The background study of student Kampus Mengajar program was art education. She also taught literacy learning through drawing and colouring. With these activities, she provided opportunities for students to express their creativity in visual literacy into various forms of images, colours and story narratives. Another interesting literacy learning activity was singing. It enhanced students' interest in understanding of the lyrics. Students learned letter by letter in a word. Students were asked to identify the differences in pronunciation and they recognized the sounds of letters which make words.

The learning process and outcome cannot be separated from the teacher's role. It was expected to be able to apply good methods and strategies in creating quality human resources through understanding language when reading (Hermawan, R., Rumaf, N., 2020). Currently, literacy based- technology learning was needed to develop by teachers in schools. Currently based on information that the Ministry of Education and culture has evaluated the learning system which is used to measure literacy skills in schools was not only the indicator of facilities and infrastructures but also teachers' competence (Kemendikbud, 2016). In supporting learning media for digital literacy, the student of Kampus Mengajar program at SDN 3 Ngringin, Nganjuk was to



provide and introduce a simple video application editor which is named kinemaster to teachers. They were introduced to the functions of the tools in the application. It was started to explain the editing steps which includes inserting images, combining videos, entering text, and giving effects to writing. (Kuntarto, H, B. & Praskah, 2021).

The elementary school students at SDN 3 Ngringin Nganjuk looked enthusiastic, active, and happy when the student of Kampus Mengajar program was able to assist literacy teaching learning during the pandemic. This program was focused on reading literacy learning (reading for pleasure) through effective methods. It associated with the principal school' explanation, the student of Kampus Mengajar program contributed to optimize literacy learning in reading skills. The findings indicated that the implementation of literacy learning by using appropriate technological adaptations had a positive impact on optimizing potential particularly students' achievement. The success of literacy learning was shown in the students' interest and enthusiasm for reading literacy activities. Consequently, the students were given convenience in the process of understanding literacy material. As explained by (Sardiman, 2009) that the indicators of students interested in learning were feelings of pleasure, interest, acceptance, and students' activity.

## CONCLUSION

Kampus Mengajar program is part of the Merdeka Belajar policy which is expected to be a solution to various problems of distance learning due to the pandemic Covid-19. It was conducted for three months in accredited-C of elementary schools which were an effort to optimize solutions of reading literacy learning. The findings indicated that the innovation literacy learning methods implemented by the student of Kampus Mengajar program fosters elementary school students' learning enthusiasm and motivation during the pandemic in order to improve reading literacy skills.

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## **The Expansion And Equitable Access To Early Childhood Education In The City Of Baubau**

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**Abstract.** This study aims to determine the impact of implementing Baubau Mayor Regulation Number: 1 of 2014 regarding equitable access to early childhood education. In this research, the method used is descriptive qualitative evaluation, that is, research in which one of them describes or takes pictures of policy implementation. The results of the study indicate that the Mayor of Baubau Regulation Number 81 of 2014 concerning the Implementation of Early Childhood Education in the city of Baubau is a policy that has been carried out for a long time and has an impact on increasing and equalizing the number of units, teachers, students as a form of community participation in PAUD services. There are also supporting and inhibiting factors that use a reference in improving the rearrangement of the policy.

**Keywords:** *Policy; Equity; Early Childhood Education*

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**Abstrak.** Penelitian ini mendeskripsikan dampak implementasi Peraturan Walikota Baubau Nomor:81 Tahun 2014 terkait pemerataan akses pendidikan anak usia dini. Metode yang digunakan adalah evaluasi bersifat kualitatif deskriptif, yaitu penelitian yang salah satunya menggambarkan atau memotret tentang implementasi kebijakan. Hasil penelitian menunjukkan bahwa Peraturan Walikota Baubau Nomor 81 Tahun 2014 tentang Penyelenggaraan Pendidikan Anak Usia Dini di kota Baubau merupakan kebijakan yang telah lama dilakukan dan berdampak pada peningkatan dan pemerataan pada jumlah satuan, guru, peserta didik sebagai wujud partisipasi masyarakat pada pelayanan PAUD. Terdapat pula faktor-faktor pendukung dan penghambat yang dapat dijadikan sebagai acuan dalam perbaikan penyusunan kembali kebijakan tersebut.

**Kata Kunci:** *Kebijakan; Pemerataan; PAUD*

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## INTRODUCTION

The 1945 Constitution mandates that every Indonesian citizen has the right to education. Then Law Number 20 of 2003 concerning the National Education System requires that the government must provide education. So one of the visions and missions of national education is to seek to expand and equalize opportunities for the community to get education.

National education has a function in the nation's intellectual life by developing the potential of every Indonesian citizen. In this case, every Indonesian citizen has the same right to obtain educational services even from an early age. So that the government and all Indonesian people are responsible for providing academic service facilities both in terms of expansion and equity. (Hakim 2016) argues that development is stated by the ease with which the community can obtain an education, and equity, namely that the community obtains the same educational conditions in each region. (Ridha 2016) also states that educational equity is broad, namely equality in getting educational opportunities and when students are treated equally in learning and to improve their abilities so that they can develop and be achieved optimally. This means that the expansion and equity of education for every citizen, including early childhood, is a priority in its fulfillment. Academic units as educational institutions

must be easily accessible both from their existence and quality services.

(Hewi & Shaleh 2020) argue that access to Early Childhood Education (PAUD) does not cover all parts of Indonesia and the quality in PAUD units, which is not yet optimal. The results of research (Aristo's 2019) show that the expansion and equity of education in its implementation has obstacles that several factors can cause, for example: regional geographical conditions, availability of facilities and infrastructure, teacher conditions, inadequate budget and others.

Furthermore, (Djaenuri 2015) argues that regional governments in provinces and districts/cities can regulate or manage their own government affairs based on autonomy. This shows that the provincial government regulates the expansion and equal distribution of access to education in each region, which can be stated in the form of policies/regulations, which are implemented and evaluated.

One of the local governments that compile policies/regulations on equity and access to education is the government of Baubau City, namely the Baubau Mayor Regulation Number 81 of 2014 concerning the Implementation of Early Childhood Education in Baubau City. The policy states that one of the orientations for implementing PAUD is to expand and distribute it in the city of Baubau. The regulation has been implemented and is still valid until now or has not been revoked.

However, the condition is that the number of children aged 3-6 years in Baubau city who receive Early Childhood Education is only around 3,913 children. In contrast, those who have not received it are about 11,000 children (Wataullah 2021). Some fewer children receive PAUD than those who receive PAUD, with a ratio of 1: 2.18 or only about 26% who receive PAUD in Baubau City.

It also shows that efforts to equalize and expand PAUD access in Baubau City through Perwali Number 81 of 2014 as an obligation of the local government so that children have the right to quality education have not been achieved. So it is essential to research and know how to distribute and expand PAUD access in Baubau City through Perwali Number 81 of 2014.

So the main formulation of this research is how to expand and equalize access to PAUD through the implementation of Mayor Regulation of Baubau Number: 81 of 2014. It is hoped that it will be useful as input in the evaluation of these policies and the preparation of further policies related to the expansion and equitable distribution of PAUD access.

Several studies related to the implementation and evaluation of local government policies related to the expansion and equity of education have been carried out. (Arditama & Lestari 2020) researched zoning policies as a solution for equal distribution of education in Indonesia. Sari et al. (2021) who

researched the policy of smart Indonesian cards at MTsN 1 Watampone. Then, research was conducted by (Ahmad 2018) on the expansion and equity of education in 3T areas (frontier, outermost, underdeveloped). (Sucika & Suprpta 2018) research on School Operational Assistance (BOS) funds in elementary schools. However, no research focuses on policies on equitable access to early childhood education.

## RESEARCH METHODS

The research method used was descriptive qualitative evaluation, namely research, one of which described or took pictures of policy implementation. The election for Baubau Mayor Regulation Number: 81 of 2014 concerning the Implementation of Early Childhood Education (PAUD) provided an overview or information regarding the expansion and equitable distribution of access to early childhood education. In this case, the researcher explored in detail and in-depth in obtaining sufficient data on the study of the implementation of the policy as a focus. Baubau.

Researchers were directly involved in providing meaning or interpretation based on the facts, symptoms, or reality found. This is by opinion (Sugiyono 2019) that policy evaluation research focuses on several things, including implementing policies using evaluation principles and methods in assessing

the content, implementation, and impact of a policy.

In the first stage of the research, the researcher made preparations, namely by conducting a preliminary study, namely conducting a search for written power data or literature studies, as well as completing and making other data as comparisons such as regional profiles and education balance sheets from several districts/cities in Indonesia that implemented policies. About the administration of early childhood education. 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, observation, and documentation guidelines.

The second stage is that the researcher extracts data/information with an interview, observation, and documentation techniques related to the research focus. Observations were made by observing the condition of PAUD in Baubau city. The interview focused on obtaining data on the distribution of PAUD in Baubau City and strengthening other information carried out to the head of the PAUD Unit, the community, PAUD academics, and others. Documentation is carried out to record the data obtained in documents, photos, and recordings helpful as leading and supporting data for findings. The results of observations and interviews are

made in field notes and contain conclusions and interpretations.

The third stage is 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 emerges from field notes by reducing some of them. The reduced data is data that does 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.

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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**

**Baubau Mayor Regulation Number: 81 of 2014 concerning the Implementation of Early Childhood Education**

Perwali Baubau number 81 of 2014 concerning the implementation of PAUD is a policy issued by the Baubau city government to respond to the implementation of early childhood education. The main content of the policy can be seen in Table 1 below.

Table 1. Main Contents of the Baubau Mayor's Regulation Policy Number: 81 of 2014 concerning the Implementation of PAUD

No	Main Contents of the Baubau Mayor's Regulation Policy Number: 81 of 2014 concerning the Implementation of PAUD
1.	<p><b>Policy Base</b>            Compiled and determined based on considerations, namely in the context of improving the quality and development of early education programs in the Baubau city area, it is necessary to stipulate the implementation of Early Childhood Education (PAUD) in the form of a Baubau Mayor Regulation. The legal basis of the policy are:</p> <ol style="list-style-type: none"> <li>1) Law Number 13 of 2001 concerning the Establishment of Bau-Bau City;</li> <li>2) Law Number 23 of 2002 concerning Child Protection;</li> <li>3) Law Number 20 of 2003 concerning the National Education System;</li> <li>4) Law Number 32 of 2004 concerning Regional Government;</li> <li>5) Law Number 12 of 2011 concerning the Establishment of Legislation;</li> <li>6). Government Regulation Number 19 of 2005 concerning National Education Standards;</li> </ol>

	<p>7) Government Regulation Number 17 of 2010 concerning Management and Implementation;</p> <p>8) Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Standards and Teacher Competence;</p> <p>9) Regulation of the Minister of National Education Number 58 of 2009 concerning Children's Education Standards Early age;</p> <p>10) Regulation of the Minister of National Education Number 63 of 2009 concerning Quality Assurance System Education;</p> <p>11) Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for Children Students Who Have Abnormalities and Have Potential Intelligence and Special Talents;</p> <p>12) Baubau City Regional Regulation Number 2 of 2011 concerning Amendments to Regional Regulations Bau-Bau City Number 2 of 2008 concerning the Organization and Work Procedure of the Baubau City Regional Office;</p> <p>13) Baubau Mayor Regulation No. 012 of 2012 concerning Standard Operating Procedures (SOP) Distribution of Baubau City Education and Education Personnel</p>
2.	<p><b>Purpose and Goals</b></p> <p>a. Purpose: to strengthen the basic framework as a foundation for children to enter further education according to the level to be undertaken based on Islamic values, culture and customs.</p> <p>b. Purpose: to help lay the foundation for the development of religious and non-moral values, gross motor and fine motor, cognitive, language, and socio-emotional which students need in adjusting to their environment in order to have readiness to enter further education.</p> <p>c. Target ; is in children from birth to the age of six (6) years</p>
3.	<p><b>Implementation and Accountability</b></p> <p>The Education Office carries out the implementation and accountability of PAUD, the Ministry of Religion, the</p>

	<p>Legal Entity administering the education unit, and the Education Unit. Oriented to: a) equitable access/public participation in education services; b) improving the quality of education; c) increasing efficiency, effectiveness, and public accountability; d) integrative holistic early childhood development services.</p>
4.	<p>Operating Standard</p> <p>1) Student Criteria and Length of Education</p> <p>2) Operational Management Standard</p> <p>3) Qualifications of Educators and Education Personnel</p> <p>4) Rights and Obligations of Educators and Education Personnel</p> <p>5) Educational Program Socialization</p>
5.	<p>Establishment and Licensing</p> <p>The establishment of PAUD institutions is determined by the Regent/Mayor or the Office of the Ministry of Religion. It must obtain an operating permit valid for 4 (four) years and can be extended again.</p>
6.	<p>Financing</p> <p>The implementation of State TK/RA is financed by the City Government/Foundation/organizer, including investment costs and operational costs of education units.</p>
7.	<p>Supervision and Coaching</p> <p>The Mayor of Baubau carries out the supervision and development of PAUD implementation through the Youth and Sports Education Office. The Ministry of Religion also carries out supervision through the Regional Office of the Ministry of Religion. The supervision results are used as material for coaching, evaluation, and reporting.</p>
8.	<p>Closing and Revocation of Permits</p> <p>The closure of the PAUD organizing institution can be carried out if the PAUD institution is unable to carry out learning activities, the results of assessment and supervision by the government, and do not comply with/implement the provisions of the legislation.</p>

Data Source: Results of Data Analysis by  
Researchers, 2022

Based on Table 1, it is known that the Perwali for PAUD implementation includes, among others, the basis for formulating



policies, aims, objectives, targets, organizers, implementation standards, establishment and licensing, financing, supervision, guidance, up to the closing and revocation of PAUD permits. As a policy in education, this Perwali was made as a guide in acting, directing the implementation of PAUD in the city of Baubau. This is in accordance with the opinion of (Tawa 2019), that policy is a general line in taking action for decision making at the educational or organizational level.

(Aziz et al. 2020) argue that education policy in Indonesia is decided based on political analysis and real conditions on the ground. Then it is associated with the development goals that have been set (Rachman, 2020), one of which is improving the quality of education (Setianingtias et al., 2019), including equity and expansion of early childhood education.

To equalize and expand education, local governments have the authority to set policies based on regional needs (Dimmera & Purnasari, 2020). Thus, Perwali No. 81 of 2014 is one of the tasks of the Baubau city government to educate people's lives, focusing on implementing PAUD in achieving equitable access/community participation in education services because education is the noble ideals of the nation that has been set.

With the existence of the Perwali, early childhood in the city of Baubau have the opportunity to receive an education. Where it is known that early childhood is a fundamental

time for child development, where at this age brain development goes very fast. (Sudarsana 2017) argues that the factors causing the lack of services for early childhood include the limited unequal distribution of PAUD service institutions and low local government support in PAUD administration.

### **Impact of the Implementation of Baubau Mayor Regulation Number: 81 of 2014 regarding the Expansion and Equity of Early Childhood Education.**

Since its stipulation, Baubau Mayor Regulation Number 81 of 2014 has been implemented for more than five years, which means it has shown results and impacts related to equity and expansion of early childhood education. (Arwildayanto et al. 2018) states that policy implementation activities lead to efforts to realize educational policies to become outcomes in accordance with policy goals and objectives, one of which can be known through community participation rates.

The state of education equity can be seen in the Gross Enrollment Rate (GER), Pure Participation Rate (APM), and the number of schools, classrooms, and teaching staff (Satoto et al., 2015). And in general, the GER for PAUD in rural areas is lower than in urban areas, which can be caused by the lack of information on the importance of PAUD and the dependence of its socialization on the policies of the local government (Rohmani 2020).

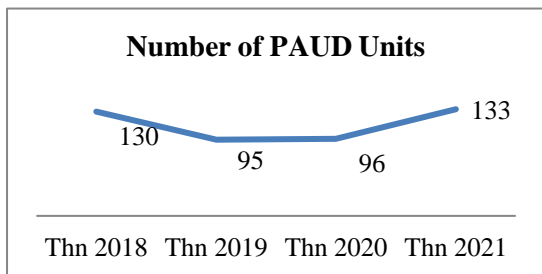
Data such as GER and APM and others are profiles/descriptions, portraits, information, conditions, and educational achievements of an area each year in regional education balances. This is in line with the opinion of (Musdalifah & Torro 2019) that the education balance can be said to be a form of opening up regional information to the public.

Furthermore, it can be used by decision-makers and all education stakeholders, including the community, as a reference in setting policies, preparing plans, evaluating education policies, formulating education development priorities, and helping identify the shortcomings and strengths of the education sector in the regions (Kemdikbud RI, 2020).

**Number, Distribution, Units of PAUD in Baubau City**

The number of PAUD units in Baubau city in recent years can be seen in Figure 1 below.

Figure 1. Trends in the Number of PAUD Units in Baubau City



Data Source: Results of Data Analysis by Researchers, 2022.

Based on Figure 1, it is known that the number of PAUD units in 2018 was 130 units,

then decreased in 2019 and 2020. In 2021 it increased to 133 institutions whose distribution per sub-district and their status can be seen in Table 1 below.

Table 1. Distribution of the Number and Status of PAUD Units in Baubau City in 2021

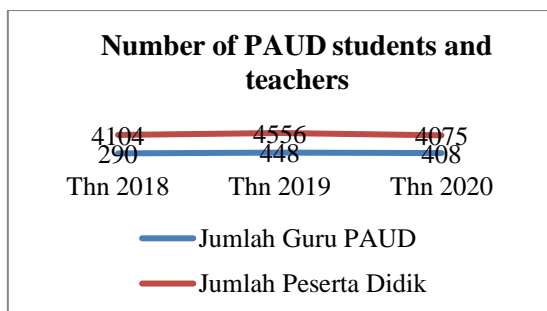
Regency	Status		Amount
	State	Private	
Betoambari	1	26	27
Wolio	1	25	26
Sorawolio	0	7	7
Bungi	1	3	4
Murhum	0	25	25
Kokalukuna	1	19	20
Lea-Lea y	1	6	7
Batupoaro	0	17	17
<b>TOTAL</b>	<b>5</b>	<b>128</b>	<b>133</b>

Based on Table 1, it is known that the highest number of PAUD units in the Betoambari sub-district is 27 units, and the lowest is in Bungi sub-district, which is only four units. PAUD units with state status open five units, while the private sector opens 128 units. More PAUD units with private status and spread across all sub-districts of Baubau City indicate that the community has a major role in expanding and equitable distribution of PAUD access. This is in line with the opinion of (Hadiansyah et al. 2017) that pioneering new PAUD is one way to expand PAUD access for the community.

**Number of PAUD Students and Teachers in Baubau City**

The number of PAUD students and teachers in Baubau City per year can be seen in Figure 2 below.

Figure 2. Number of PAUD students and teachers in Baubau City

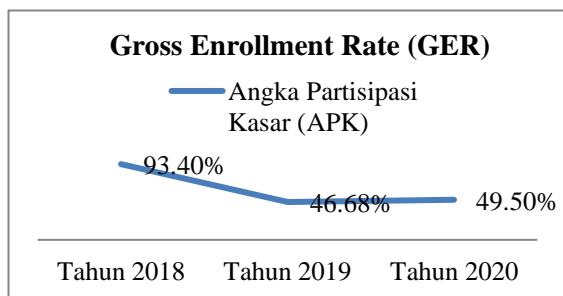


Data Source: Results of Data Analysis by Researchers, 2022

Based on Figure 2, it is known that the number of students and teachers both decreased in 2019, then increased again in 2020. This is in accordance with the opinion of (Pangastuti et al. 2020) that PAUD teachers have difficulty accessing assistance due to the feminization factor, where PAUD teachers have not been professionally valued as educators. PAUD teachers are also often not prioritized as beneficiaries of the BLT - Village Fund.

### PAUD Gross Enrollment Rate (APK) in Baubau City

The gross enrollment rate (APK) for PAUD in Baubau city can be seen in Figure 3 below. Figure 3. PAUD Gross Enrollment Rate (GER) in Baubau City.



Based on Figure 3, it is known that the Gross Participation Rate (GER) of PAUD in Baubau City decreased in 2019 from 93.40% to 46.68%, then rose again in 2020 to 49.50%. The decline was caused by the situation in the city of Baubau which was during the Covid 19 pandemic, where almost all community activities were only at home and this reduced public interest in establishing or obtaining permits for PAUD operations, which also affected the number of units, teachers and PAUD students. PAUD units are experiencing difficulties both in terms of financing and readiness for online learning during the Covid 19 pandemic. This is supported by (Pangastuti et al. 2020) opinion that the difficulties of PAUD institutions during the Covid 19 pandemic include difficulties in implementing online learning due to limited internet access, limited physical devices, and lack of access of understanding of PAUD units about online learning for early childhood.

### Supporting and Inhibiting Factors

Supporting factors are also obstacles to the implementation of Baubau Mayor Regulation Number 81 of 2014 concerning the Implementation of Early Childhood Education in Baubau, which can be seen in Table 2 below.

Table 2. Supporting and Inhibiting Factors Implementing Baubau Mayor Regulation Number 81 of 2014

No	Factor	Support	Inhibite
1	Implementatio n and Accoun tability	There is accountabili ty for the implemen tation of PAUD.	Different organizers impact different PAUD implem entati on models and are not in line with other PAUD implem entati on orientations.
2	Operati ng Standar d	People are starting to realize the importance of PAUD, and parents are sending their children to school according to predeterm ined criteria.	There are still many educators and education personnel who do not meet the qualification standards that have been set.
3	Establis hment and Licensi ng	The establishe ment of PAUD institutions is determined by the Regent/May or or the Office of the Ministry of Religion. It must obtain an operating permit valid for 4 (four) years and can be extended again.	-

4	Financi ng	The existence of financing by the City Governmen t/Foundation/organizer includes investment costs and operational costs of education units.	Lack of independenc e of PAUD units to get their financing.
5	Superv ision and Coachi ng.	Supervision and guidance are carried out by Supervisors and Supervisors appointed by the Service.	The competence of supervisors and supervisors is still low and impacts the low implem entati on and management of PAUD units.
6	Closing and Revoca tion of Permits	The existence of a synergistic internal and external quality assurance system.	Many PAUD units have not been accredited, which impacts the closing or revocation of permits.

Data Source: Results of Data Analysis by  
Researchers, 2022.

Based on Table 2, it is known that in the implementation of the policy of the Mayor of Baubau Regulation Number 81 of 2014 concerning the Implementation of Early Childhood Education in the city of Baubau, there are several related factors. Such as

implementation and accountability, financing, supervision, and others.

These factors can be used as a reference in making further policy improvements. It can be used as data, information, and recommendations for policymakers (decision-makers) to decide whether to continue or improve or stop a policy (Srihartini et al., 2021). This is also in accordance with (Solichin 2015) opinion that policies are analyzed to take good steps in planning and implementing the next policy.

## CONCLUSION

The number of PAUD APKs which in 2019 reached 93.40% and then decreased to 49.50% in 2020. Then, the number of PAUD units with private status and spread evenly in all districts of Baubau city shows that there is an expansion and equitable distribution of PAUD access that can as a result of the implementation of Baubau Mayor Regulation Number 81 of 2014 concerning the Implementation of Early Childhood Education in the city of Baubau. In addition, there are also supporting and inhibiting factors that can be used as a reference in improving the reformulation of the policy.

The author thanks all parties who have helped complete this research. Researchers hope that this research can benefit the broader community of enthusiasts, researchers, observers, and practitioners of education

administration, especially education for children of this age.

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## Teacher Problems in Implementing a Web-Based Assessment System in Referral Schools in West Sumatra

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**Abstract.** Technological developments certainly affect various areas of life. Among these aspects of education can not be separated from the development and progress of technology. One of the advances applied to the education system is the change in the assessment system carried out by teachers in schools, from manual switching to web and IT-based. In this change, there are several problems and constraints that need to be adjusted. The purpose of this study was to find out the problems of teachers in implementing web-based assessments and the teacher's steps in dealing with the problems of web-based assessment in West Sumatra reference high schools. This study was analyzed using the structural functional theory proposed by Talcott Parsons known as the AGIL scheme. This study used a qualitative approach with an intrinsic case study type. The selection of informants was done by purposive sampling with the number of informants 65 people. The data was collected by means of active participation, observation, in-depth interviews and documentation study. To obtain the validity of the data, triangulation was carried out, namely, triangulation of sources and triangulation of techniques. The data obtained were analyzed using the Miles and Huberman analysis model (data reduction, data presentation, and conclusion). The findings of this study are: (1) the obstacles faced by teachers, such as: teachers experience difficulties when inputting grades, it takes a long time, problems with the e-report, system and internet network, lack of student motivation to learn and compete, loss of teacher enthusiasm for teaching; (2) the school's strategies as a form of adaptation to the implementation of E-report cards are: ranked score report, intervention from the school, the school's target is to graduate students to state universities. The results of this study are useful as input for schools that have used the e-report card assessment system, so that the assessment can be carried out properly and can be accounted for.

**Keywords:** *E-report; Assessment System; Reference School; Web*

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**Abstrak.** Perkembangan teknologi tentunya mempengaruhi berbagai bidang kehidupan. Di antaranya pada aspek pendidikan juga tidak lepas dari perkembangan dan kemajuan teknologi. Salah satu kemajuan yang diterapkan pada sistem pendidikan adalah perubahan sistem penilaian yang dilakukan oleh guru di sekolah, dari penilaian manual menjadi berbasis web dan berbasis IT. Adanya perubahan ini, muncul beberapa masalah dan kendala yang perlu disesuaikan. Tujuan dari penelitian ini untuk mengetahui problematika guru dalam melaksanakan penilaian berbasis web dan langkah guru dalam menyasiasi problematika penilaian berbasis *web* di SMA rujukan Sumatera Barat. Penelitian ini dianalisis dengan menggunakan teori struktural fungsional yang dikemukakan oleh Talcott Parsons yang dikenal dengan skema AGIL. Penelitian ini menggunakan pendekatan kualitatif dengan tipe penelitian studi kasus intrinsik. Pemilihan informan dilakukan secara *purposive sampling* dengan jumlah informan 65 orang. Pengumpulan data dilakukan dengan cara observasi partisipasi aktif, wawancara mendalam dan studi dokumentasi. Untuk mendapatkan keabsahan data dilakukan triangulasi yaitu, triangulasi sumber dan triangulasi teknik. Data yang diperoleh dianalisis dengan menggunakan model analisis Miles dan Huberman (reduksi data, penyajian data, dan penarikan kesimpulan). Temuan penelitian ini adalah: (1) kendala yang dihadapi guru seperti: guru mengalami kesulitan saat penginputan nilai, membutuhkan waktu lama, masalah pada sistem e-rapor dan jaringan internet, kurangnya motivasi siswa untuk belajar dan berkompetisi, hilangnya semangat guru untuk mengajar; (2) strategi yang dilakukan sekolah sebagai bentuk adaptasi terhadap pelaksanaan E-rapor adalah: pengontrolan nilai rapor, *intervensi* dari pihak sekolah, sasaran sekolah adalah meluluskan siswanya ke perguruan tinggi negeri. Hasil penelitian ini berguna sebagai masukan bagi sekolah yang sudah menggunakan sistem penilaian e-rapor, agar penilaian dapat terlaksana dengan baik dan dapat dipertanggungjawabkan.

**Kata Kunci:** *E-rapor; Sistem Penilaian; Sekolah Rujukan; Web*

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## INTRODUCTION

One of the biggest challenges and problems faced by Indonesia is the world of education. In addition to trying to create a good and advanced quality of education, on the other hand, there are still many areas of education that must be improved, developed, and re-evaluated. One of the main problems of education today is regarding the assessment system carried out by teachers and schools. So that it affects the student's predicate as well as for the identity and existence of the school itself. Referring to Regulation of the Minister of Education and Culture (Permendikbud) Number 53 of 2015 dated December 11, 2015 concerning the assessment of learning outcomes by educators and primary and secondary education units, Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning national assessment standards, and Minister of Education and Culture of the Republic of Indonesia Number 3 of 2017 regarding the assessment of learning outcomes by the government and the assessment of learning outcomes by the education unit. The government is collaborating with the Directorate of High School Development who developed a web-based assessment application for the 2013 curriculum that is directly integrated with the Basic Education Data (Dapodik) to manage assessments appropriately, quickly, and accurately which

refers to these regulations ([Panduan Sukses Penggunaan E-rapor, 2017](#)).

To strengthen this research study, it will be analyzed using a functional structural point of view that is relevant to the problems in web-based assessment, namely the e-report system. In the last five years (2017-2022) several schools have implemented the latest assessment system launched by the government, namely web -based assessment through e-reports. E-report is a multi- user application consisting of 5 user components, namely admin, subject teachers, homeroom teachers, guidance and counseling teachers, and students. Each component has the authority or access rights of each user. Based on the guide document for the use of E-reports, it is stated that the E-report application is a web -based software for compiling reports on the achievement of student competencies by the education unit level developed by the Sub-Directorate for the High School Curriculum ([Psm.kemendikbud.go.id, 2017](#)). E-report itself is a form or format for assessing student activities in both academic and non-academic schools that are web - based and based on information technology. Where the teacher is the spearhead of the implementation of the web-based assessment.

E-report is an application for processing knowledge values, skill values, and attitude values that have been carried out by educators so that final grades and descriptions are formed automatically according to student

acquisitions for each assessed basic competency (Prabowo & Agustina, 2017). Student grades are processed conventionally, namely by means of each subject teacher writing student grades into a sheet of paper (Allolangi & Agustang, 2022) and then depositing it to the homeroom teacher and each teacher inputting each data into the e-report application. Therefore, the school has difficulties in managing grades, even though the management has been organized but it is still not optimal (Rivai & Purnama, 2015). The teacher processes the data in the assessment book or main book. Data processing often occurs repetition of recorded data. Repetition of data causes less efficiency in bookkeeping and errors often occur in the relationship of one data to another before the teacher enters it into the e-report system (Saraswati, 2013).

From 2017 until now for the 2021/2022 academic year, e-reports still use an offline input system, so they can only be done in one place, namely in schools under the supervision of the admin. The e-report system is carried out from admin to subject teachers, homeroom teachers, and students (Permana & Setiawan, 2017). The teachers only input the value in the form of numbers according to the results obtained while the description of the results will be inputted automatically, so the teacher does not need to be complicated in writing a description of the student's grades. The data

entered will be inputted and synchronized directly to the education office and Dapodik.

Permendikbud Number 53 of 2015 and Permendikbud Number 23 of 2016 concerning assessment of learning outcomes by educators and education units and regarding educational assessment standards, state that with the e-report that the assessment system can facilitate teachers in filling out student assessments in the form of task assessments, daily tests, mid-semester and end-of-semester examinations. For example, teachers no longer need to process grades twice (from manual form to processing in the form of report cards), helping teachers describe the values of knowledge, social, spiritual, and skills that are directly synchronized to Dapodik. Minimizing errors in value processing, because through e-report data students are directly formulated and processed by a computer system (Buku Panduan E-rapor, 2017).

In fact, there are discrepancies in the process of implementing the assessment. Based on an interview with Norma Yunita<sup>1</sup>, there is a dual role in the access rights of authority carried out by the admin, because many teachers do not understand how to operate the e-report system properly and correctly. The dual role is carried out by the admin as the party who is considered to understand the e-report the most, filling in the grades that should be done by the teacher instead shifts to the admin. In addition, there is

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<sup>1</sup> Admin e-rapor SMAN 1 Pariaman

no socialization on how to use the e-report system at the high school level. If it is only in the form of a simple workshop, even then it only conveys theory, not direct practice (Aristoteles et al., 2013).

Most teachers find it difficult to carry out the assessment process requested by the e-report. Many teachers do not understand how to do a good and correct assessment in accordance with established national standards. There are many things that need to be studied more deeply related to this problem. This is the strength of researchers to understand the assessment system that is carried out by teachers properly and correctly, especially assessments that use technology. The topic that the researcher will develop in this research is Teacher Problems in a Web-based Assessment System (At Referral Schools in West Sumatra), which is about teachers and the student learning assessment process, because there are still many things that researchers still need to understand and explore in this topic. In this case, the researcher will examine the problems experienced by teachers in web-based assessment as a whole. Researchers are optimistic that the results of this study can also contribute to the world of Indonesian education, especially in the field of web-based assessment.

(Ningsih et al., 2020) also looks at the problems of teachers in using information and communication technology (ICT) and their

implications in elementary schools. The purpose of this research is to find out the problems/obstacles faced by teachers in using ICT. Where are the problems/constraints that occur in the use of ICT in elementary schools such as: time consuming, limited number of infocus, students' lack of focus on material, unavailability of internet network and unavailability of infocus screens. The same thing was also developed by (Kamiludin & Suryaman, 2017) regarding Problems in the Implementation of 2013 Curriculum Learning Assessment. The purpose of this study was to determine the implementation of learning assessment, teacher problems in carrying out learning assessments, and teacher steps in dealing with problems. The implementation of the 2013 Curriculum learning assessment is not up to standard. Six teachers became informants, only one teacher managed to implement according to the standard. Not far from this problem, (Yulianto et al., 2018) regarding the Web-Based Assessment Academic Information System at SMA Mandiri Balaraja - Kab. Tangerang. The scoring system is still manual and not yet computerized. This causes difficulties in carrying out the assessment process, because many require files to be recorded. The web-based value processing academic information system answers these problems, because it can be accessed online anywhere and anytime with an internet network. The method used in this research is the waterfall model. The purpose of

this research is that a web -based academic information system will be better applied to the student assessment system at SMK Mandiri Balaraja.

In contrast to the study above, the researcher will conduct research with the aim of what are the problems of teachers in web -based assessment (referred to schools in West Sumatra) as a result of implementing the 2013 curriculum; What is the role of schools in the obstacles experienced by teachers in the process of inputting grades, describes the problems of teachers in web -based assessment (referred to schools in West Sumatra) as a result of implementing the 2013 curriculum. The problem is seen as a whole and coherent both from internal and external parties. This research is also influenced by limited resources and lack of soft skills regarding technology.

This research will be analyzed using the AGIL approach proposed by Talcot Parsons. The theory of structural functionalism proposed by Talcott Parsons is considered relevant in studying the implementation of E-reports, according to this theory society is a social system consisting of parts or elements that are interrelated and unite in balance. Changes that occur in one part will also bring changes to other parts. Conversely, if it is not functional, the structure will not exist or disappear by itself (Ritzer, 2011). This flow departing from a basic assumption that society is a system consisting of parts that are

interconnected and functional between one part and another. If there is a part that is not functioning properly, then it will affect all parts in the system. Basically, the view of functionalism sees society as consisting of parts or elements that are united in balance (equilibrium). Changes that occur in one part will also bring changes to other parts, that each structure in the social system is functional to other systems.

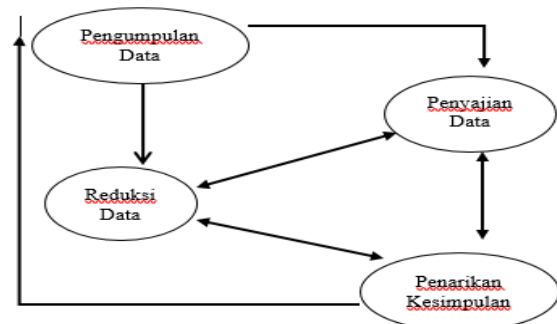
Similar to the implementation of e-reports at reference high schools in West Sumatra, there was an adjustment to changes in how to fill in student report cards, which were usually manual, turned into web and technology-based ones, so the school adjusted the scoring system for inputting grades by calculating student grades before each the teacher inputs the value into the e-report. So that the goals, vision, and mission of the school are still achieved and maintained. In order to achieve this goal, each school component must be integrated and well patterned, namely between the principal, admin, subject teachers, homeroom teachers, BK teachers, and students. So that the goals, vision, and mission of the school are still achieved and maintained. In order to achieve this goal, each school component must be integrated and well patterned, namely between the principal, admin, subject teachers, homeroom teachers, BK teachers, and students. During the process the teacher experienced problems and obstacles to meet and achieve the goals set by

the school. And how the school or teachers overcome these obstacles, this will be highlighted by researchers whether what is done by the school is in accordance with the e-report assessment launched by the government.

## RESEARCH METHODS

This research is a qualitative research, is research that uses a scientific background, with the intention of interpreting the phenomena that occur and is carried out using existing methods (Moleong, 2012). In this study, the author seeks to understand the processes and symptoms that occur in the field related to teacher problems in the implementation of e-reports. The interactions that occur in the field are objective and empirical. This research is categorized as an *intrinsic case study*, namely a study conducted to get a better and comprehensive understanding so that this case is indeed interesting to study or can be said to contain intrinsic interest (Yin, 2018). This research was conducted at a reference school in West Sumatra among them; SMAN 1 Pariaman, SMAN 10 Padang, SMAN 1 Padang Panjang, SMAN 02 Bukittinggi, SMAN 02 Payakumbuh. The reason the researcher chose the reference high school in West Sumatra as the research location was that problems were found in the process of implementing and implementing it as a web-based assessment system.

The data collection technique used in this research is by using observation, in-depth interviews, and documentation studies. The research instrument used was a questionnaire and interviews related to the problems experienced by the teacher. Questionnaires are used to obtain data about teacher constraints and the role of schools in these constraints. A total of 65 informants were obtained by *purposive sampling* which was then processed and analyzed using the Structural Functional AGIL theory from Talcot Parsons. The data obtained in the field were analyzed using an interactive analysis model consisting of 3 (three) components, namely data reduction, data *display* (data presentation) and drawing conclusions.



**Figure 1. Miles and Huberman interactive model qualitative data analysis**

Source: Bungin, 2018

## DISCUSSION

According to Parsons, in order for a social system to work properly, there must be at least four functions that must be integrated. These four functions must be possessed by all systems in order to *survive*, as is the case with the implementation of E-reports at piloting

state high schools in West Sumatra. These four functions must be implemented in the teacher assessment process and school assessment system so that all existing systems in schools survive. The process of implementing the E-report, of course, must also apply the AGIL principle in the implementation of the school assessment system, especially for piloting schools that must be able to adapt to system changes that occur in schools. *Adaptation* process is a system that copes with complex external situations. The system must be able to adapt to the environment and adapt the environment to its needs (Ritzer & Goodman, 2007). Actions that carry out functions by adapting to the environment and can change the external environment, such as in the process of implementing E-reports by changing the way of learning, doing remedials repeatedly, ranking report cards, and intervention from the school.

The implementation of the E-reports carried out at SMA Negeri 1 Pariaman, SMAN 10 Padang, SMAN 1 Padang Panjang went quite well, but there were some obstacles faced by teachers when inputting grades into the E-reports, slightly different from the assessment at SMAN 02 Bukittinggi, SMAN 02 Payakumbuh experienced a major problem with school facilities and infrastructure, namely the lack of computers in the school so that teachers had to take turns to input student scores into the e-report. Other difficulties are also experienced by piloting schools, such as

teachers having difficulty inputting grades, taking a long time, teachers who are not technologically savvy, limited availability of computers, problems with the E-report system and internet network. However, the school continues to take action so that these obstacles can be overcome so that the system continues to run well. This is called *Goal Attainment*, where a system must define and achieve its main goals. The main purpose of the e-report assessment system is to graduate students to state universities with satisfactory results, and data that is synchronized to Dapodik is also grades with good and satisfactory results.

In order for the implementation of the E-report assessment to run well, each user or e-report component must be able to work together and be well integrated. So that the system continues to run smoothly, the cooperation carried out by the principal, deputy, admin, subject teachers, homeroom teachers, BK teachers, and students must be well coordinated. This is called *Integration*, that is, a system must be able to manage and maintain the relationships that make up its component parts. The system must also be able to manage and manage the other three functions (A, G, L). Such as maintaining the relationship pattern of the parties involved and responsible in the E-report.

Basically the view of functionalism sees society as consisting of parts or elements that are united in balance (*equilibrium*). Changes that occur in one part will also bring changes

to other parts, that each structure in the social system is functional to other systems. To keep these changes functional, *Latency* (pattern maintenance) is needed, a system must be able to equip, maintain, and improve both individual motivation and the cultural patterns that create and sustain motivation. Each system must maintain itself as much as possible in a state of balance (*pattern maintenance*) (Ritzer & Goodman, 2007).

### Difficulty When Entering Values

When the process of inputting grades into E-reports, most teachers find it difficult, besides the input process which is known to be quite complicated, coupled with the socialization carried out by the school to the teacher assembly, it can be said to be less than optimal. Why is that, socialization is only carried out from curriculum representatives to the teacher assembly through IHT (*In House Training*) for 2 meetings. The activity was attended by the principal, vice principal, and all subject teachers.

The activities carried out are in the form of conveying information that schools must carry out an IT and computer-based assessment system, namely the E-report application. In the training, the teacher admitted that he was not given direct practice, only in the form of theory and material. This is one of the reasons why teachers have difficulty inputting grades into E-reports. The teacher first practiced directly how to process, form,

and input grades into e-reports during the odd semester exams for the 2016/2017 school year. This was stated directly by one of the teachers at SMAN 1 Pariaman Mislalita "Yes, it was shown using infocus and explained by the curriculum representative. There is no practice, only theory. As for the practice, but not directly into computer labor, only the representatives explained. And even then just fill out the assessment form only. The practice goes directly to the laboratory accompanied by an ICT teacher, and even then when entering students' semester MID scores in the 2016/2017 academic year".



Figure 2. Value Input Process. Source: Research Documentation

Judging from the statement, the resources owned by SMA Negeri 1 Pariaman are not ready for the evaluation of e-reports, so the teachers find it difficult and burdened. The lack of socialization that teachers get, has resulted in many teachers not understanding the steps and workings of E-reports. From the obstacles faced by educators at SMA Negeri 1 Pariaman, the need for adaptation *proposed* by Parsons in his AGIL theory. Parsons stated that a system must cope with a critical external situation. The system must adapt to the

environment and adapt the environment to its needs (Ritzer & Goodman, 2007). For this reason, at SMA Negeri 1 Pariaman, teachers who find it difficult to input grades need help from other people. The adaptation is done by means of teachers who have difficulty will be assisted by the e-report admin and several other teachers who are technology literate.

Other adaptations made by teachers to overcome problems, it is not uncommon for teachers to also often incur costs to pay for other people who are more IT and computer savvy.

### Need a Long Time

The obstacles faced by teachers at piloting schools for e-reports, both subject teachers and homeroom teachers, apart from experiencing difficulties when inputting teachers, also had problems with time. For inputting data into e-reports, the teacher spends a lot of time entering grades into the e-report format that is already *linked* to Dapodik. Teachers feel that the time given by the school is too narrow, especially for teachers who teach more than 24 hours and teach classes up to 15 classes, which makes the teachers nervous.

Anxiety arose following the issuance of Permendikbud 23 of 2017, in which high school teachers with the status of ASN (State Civil Apparatus) are required to be in school for 40 hours a week. If the teacher teaches 40 hours, then there are 20 classes/classes

managed by the teacher. If 36 students meet the maximum limit for high school, then a week the teacher will face 720 students. If the teacher teaches 720 students, how many grades will the teacher enter in one semester for processing report cards? First, daily test scores:  $720 \text{ student} \times 4 \text{ KD}^* = 2,880 \text{ grades}$ , this is in the range 1-100. Assignment score:  $720 \text{ student} \times 4 \text{ KD}^* = 2,880$ . UTS score:  $720 \text{ student} \times 2 \text{ KD}^* = 1,440$ . Skill score:  $720 \text{ student} \times 4 \text{ KD}^* = 2,880$ . Semester score:  $720 \text{ student} \times 4 \text{ KD}^* = 2,880$ . So the number of values that must be entered into the e-report is 12,960 values (Singgalang, 2017).

If an old value is checked and entered for one minute then the time taken to check and enter a value of 12,960 is 216 hours, or 9 days and 9 nights. If the teacher teaches 40 hours how many assessments should be done? The limited time given by the school to enter grades into the e-report was also conveyed by Eva Elvina Sam, a PAI teacher from the results of the interview, "Oops, it took a long time. The time is overnight, about a week. Out of time for value alone. One week more on average. Not the other teacher's business. We teachers also have many activities. Not only processing and value entry. Even at night we were still at school to enter grades even until 9 (nine) at night. The assessment is a lot, long to be filled. Many of the fields are filled in. such as a portfolio. There are many cognitive divisions, there are practice, UH, UTS, assignments, semesters, there are 5 for



cognitive assessments. There are 4 portfolios. There are 3 KD UTS, how many must be filled in. Sometimes there are 7 KD for one semester plus 3 KD UH. There are 27 fields to be filled for one by one student. A lot of work, how much to fill. Redundant, the work is redundant because what will be taken remains the final value. But teachers are required to work that much to determine only one final grade.” This is accompanied by a complicated input process, because the teacher must enter per item of assessment that has been carried out for one semester. Starting from the assessment of knowledge, skills and attitude assessment of students. At a minimum, the teacher must fill in 27 assessment columns for each student. Apart from that, teachers cannot be equated with other formal workers such as structural apparatus. This policy treats teachers as “college workers”. Said the PAI teacher.

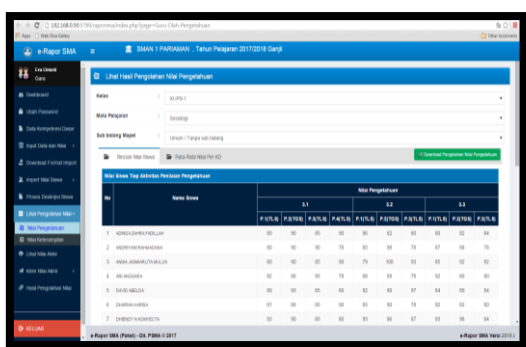


Figure 3. Knowledge Value Processing.  
Source: Personal documentation

Almost all the teachers interviewed said that those who made this policy did not understand education and did not understand the teacher's duties as educators. Most teachers admitted that they were pressured by the

policy, if only the final assessment would be sent to Dapodik, there was no need to go through an assessment which was a very long process. The existence of an e-report assessment system makes teachers work more extra than usual.

### Problems with the E-report System and Internet Network

In the process of implementing the e-report, the obstacle for teachers is not only from the components or users of the e-report. Constraints are also caused by the existing systems and networks in the e-report. Network limitations and data errors at Dapodik resulted in fatal obstacles for teachers. The data that has been inputted by the teacher may be lost when the score has been sent, so the teacher has to start over from the beginning.

The teacher admits that he inputs repeatedly if the data in the e-report does not match the plan that has been recapitulated by the teacher. Teachers also find it increasingly difficult if the internet network on the e-report is also problematic, to enter only one assessment the teacher takes up to one minute, if the network is problematic for only one grade the teacher even takes up to 2-5 minutes for one assessment. While the value entered by the students is very large, there are at least 27 assessment columns that must be entered by the teacher. If one assessment only takes 2 minutes, then 27 assessments for one student

take 57 minutes or approximately 1 hour for one student.

To overcome this, teachers are often assisted by Dapodik admins and operators, so that all work can be completed on target. Therefore, in reference high schools, latency is needed (latency or pattern maintenance) in the implementation of e-reports so that the school's vision and mission are carried out. There is cooperation and linkage between all school components and e-report users so that teacher difficulties can be minimized.

Maintenance of patterns (*latency*) is where a system must complement, maintain, and improve both individual motivation and cultural patterns that create and sustain motivation and ensure the continuity of actions and systems in accordance with rules and norms. (Ritzer & Goodman, 2007). In the implementation of e-reports in SMA piloting, there are also rules that regulate, namely the referral school program and cultural culture that binds the school components and e-report users. School as a social system must be patterned properly so that the goals, vision, and mission of the school are still achieved and maintained.

### **Lack of Student Motivation to Learn and Compete**

The implementation of e-reports does not only affect the teacher, but also affects the spirit of learning and student motivation. One of the reasons is that students' abilities do not

match their final grades because of the graded or pulley value system. For students who have abilities above the KKM standard, they feel very disadvantaged because the assessment they get must be the same as students who study mediocre. Because in the final score they will still get the lowest score of 83 for class X, 84 for class XI, and 85 for class XII with a KKM of 75/76/78.

Students' enthusiasm and motivation decreased due to the impact of students' final grades being too high. The process undertaken by students is not the same as the results obtained, giving rise to an attitude of laziness and uncompetitiveness with other students. For students who study seriously, take this as a form of breaking their enthusiasm in learning, because no matter how hard a student learns, there is no difference and an added value with students who only study mediocre. This is the reason for the decline in students' enthusiasm for learning, because there is something that is contrary to their original goal, for students who are not too demanding this process is beneficial, while for those who are concerned with the process of learning they feel disadvantaged and not treated fairly. So that there is no longer a competitive attitude in students. The reduced motivation of students to learn and compete, has resulted in teachers being constrained in achieving the target value of e-reports that have been set by the school (Pratomo et al., 2021). So the need for

integration between teachers and students in the teaching and learning process.

### Loss of Teacher's Motivation and Enthusiasm to Teach

The change in the assessment system from an IT-based manual not only affects students' motivation and enthusiasm for learning, but also affects the motivation and enthusiasm of teachers to teach well. The teacher admitted that a lot of energy and time was wasted because of the new assessment system implemented at the school. They also feel that the right to plan, carry out and evaluate the assessment is not entirely theirs. Because it is limited by the demands and school policies that must be carried out by teachers.

The policies in question, such as having to *rank* and control students' grades so that they remain in accordance with the number targeted by the school. Therefore, the teacher must helter-skelter to collect grades, look for students to do remedial actions, give additional assignments to students so that the grades of students who fall can rise. Teachers feel cheated by the grading system in place. Teachers have to work two to three times to input grades into the e-report format. Teachers are too busy collecting grades to be entered according to the available format, so teaching properly and correctly is no longer a teacher's priority. The teacher only tries to collect all the student scores which will later be inputted into

the E-report. As a result, teachers teach only modestly. The enthusiasm of teachers to teach began to decrease, because the rights and authority of teachers began to fade, especially in assessment. Because everything has been taken over by the school. The obstacles experienced by teachers at reference high schools in West Sumatra can be described as follows:



Figure 4. Constraints in the E-report Implementation Process. Source: Research Documentation

### Ranking/Controlling Report Scores

It is a form of school adaptation to optimize the implementation of web-based assessments through e-reports. In addition to making learning tools as a mandatory task for a teacher, teachers are also required to implement e-reports. Teachers are required to raise and elevate student grades, so that grades are not reported low. So that teachers are increasingly overwhelmed when entering grades at the allotted time. Behind all the difficulties experienced by teachers in using the e-report application, researchers see that this is a test of the teacher's academic honesty in giving grades to students. Based on several comments that appeared during interviews

conducted, there were those who commented that they were held hostage to the Minimum Completeness Criteria (KKM) and the number of report cards that had been set by the school which could not be smaller than that.

To do that, there is a dilemma faced by teachers when student scores do not reach the KKM and school targets, even though the teacher has implemented remedial measures. Some teachers admitted that it was the teacher who was *confused* when the student's grades were low and had not reached the target, while the students just relaxed. Teachers should chase students and ask them to be remedial. Filling in the scores on the e-report that has been installed and then filled in *offline*, after the student scores are filled in completely *online*, then uploaded to Dapodik by the admin. Once the value has been uploaded it cannot be fixed again. Therefore, the school and teachers do some kind of way to keep the incoming student scores good, one of them is by ranking the student report cards. Happy Yanti, a geography teacher, said, "If a student's score doesn't meet the target, then the student's score has to be pulled up. *To rank* students' grades, make the intervals whether the interval is 5 or even up to 10. There are also teachers who give original grades until they are on target".

In the AGIL Scheme proposed by Parsons (Ritzer & Goodman, 2009) there is an *adaptation function*, a system must be able to cope with a critical external situation. The

system must adapt to the environment and adapt the environment to its needs. To adapt the environment to the needs of the school, the way the school does it is by *upgrading* the student's grades. With the aim that the system continues to run towards balance. Because in Parsons' study stability is the main priority in his analysis rather than the social changes that occur. Changes that occur in one part will also bring changes to other parts. If you want the system to be in *equilibrium*, then change must be functional.

### **There is School Intervention**

To overcome various obstacles in the process of implementing E-reports as well as a form of adaptation to changes in the assessment system in schools, the school and teachers carry out some kind of way so that the school's vision and mission can still be implemented. As a reference school, it prioritizes the good name of the school and is always an example for other public schools in the local city. E-report is one of the programs that must be implemented by the reference school, success or failure depends on the implementing school.

To overcome all the obstacles experienced by teachers and all the weaknesses of the E-report system, the school took a policy to directly intervene in overcoming the difficulties experienced by teachers. Together with the E-report admin, the school answers and resolves all teacher

complaints, but the policies are taken by the school. The intervention carried out by the curriculum representative was carried out before the report cards were printed and before the admin synced to Dapodik. The school will take over the assessment if the teacher does not carry out his duties according to the rules that have been made.

In the AGIL scheme, this is called the implementation of the *goal* attainment function, a system must define and achieve the main goal. The way schools can maximize their goals is by *intervening* on the assessments that have been carried out by each subject teacher, so that schools can achieve the standard values that have been set by the school.

### **The School's Target Is Graduating Its Students to State Universities**

Which school does not want all of its students who graduate to be able to continue to the next level of education, namely entering state Universities. Schools are very supportive of students' wishes, so several ways are taken to help students enter state universities, such as doing additional study in the afternoon, bringing in sources from outside related to information on well-known PTNs in Indonesia and collaborating with school alumni to guide and protect their juniors.

The estuary of all activities, assignments, evaluations carried out by schools and teachers is to graduate students to

PTN through the SNMPTN route. Especially schools play with students' academic achievements through PDSS. All the hassles and obstacles that teachers experience in the E-report assessment process, the ultimate goal is to graduate their students to the State Universities they want. So that in the E-report assessment system, the school has enforced a value control policy by the school.

Studying the structural functional theory of Talcott Parsons, the existence of a *goal* attainment function in the school's goal is to graduate students to college. Where a system must be able to define itself what the main goals they want to achieve. The estuary of the E-report assessment system will culminate in the final student assessment results which will influence and assist students in preparing for entry to well-known universities. So that schools help in the form of planning, implementing, and evaluating assessments for students' final grades.

### **CONCLUSION**

The implementation of web-based assessments at several reference schools in West Sumatra encountered several obstacles during the process of collecting grades, processing grades, and inputting grades in the e-report system. The outline of the obstacles that can be drawn from web-based assessment research through e-reports include; (1) obstacles faced by teachers such as: teachers having difficulty inputting grades, taking a

long time, problems with the e-report system and internet network, lack of student motivation to learn and compete, loss of teacher enthusiasm for teaching; (2) the strategies carried out by schools as a form of adaptation to the implementation of E-reports are: ranking report cards, intervention from the school, the school's target is to graduate students to state universities which is a latent factor in the occurrence of problems in the assessment process.

When it is implemented, teachers experience difficulties, which are influenced by the lack of socialization received by teachers and the average age factor is above 40 years, so that teachers do not master the system and workings of e-reports. While the e-report work is required to have a good use of computers, while most of the teachers at SMAN 1 Pariaman and at SMAN 2 Bukittinggi, many are technology stuttering. In the implementation of this e-report, the school also carried out several strategies so that the e-report could be carried out as expected. By ranking grades and intervening on teacher assessments, so that students graduate to state universities.

E-report assessment is also one aspect of the learning evaluation process. When the assessment process must have specific principles of assessment, which is carried out as a whole and continuously, the results of the assessment are used to determine follow-up, the assessment must be in accordance with the

student's learning experience. In the implementation of the E-report at the piloting SMA, West Sumatra, the results of the continuous assessment were not realized, because the teacher had a very small role to play in finalizing the final grades of students. So that there is no feedback to the learning process or follow-up to the learning process. The assessments obtained by students are not in accordance with the learning experience taken by students, because in fact the values obtained by students are not in accordance with the abilities possessed by students.

During the observation activities, the researchers also found a school strategy to rank and increase student grades. Suggestions for further research on studying more deeply about the strategies adopted by schools to rank student grades in report cards and the impact of implementing e-reports as an evaluative study.

Based on the research that has been done, the researcher provides several recommendations, namely: to the school to give more time when inputting grades into e-reports, open links and online systems for inputting e-reports so that they can be inputted at any time, provide assessment formulas to teachers, provide special training for teachers who are still technologically savvy.

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## Household Waste Management in Bandung City (Case Study of RW 14 Tamansari Village and RW 08 Cikutra Village)

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**Abstract.** This research's aim is to find out the composition and characteristic of the waste in Bandung, to know the number of recycle waste, to know how the waste management, to know the advantages of waste management, and the factors that cause the waste management succeed at RW 14 Tamansari while at RW 08 did not success. The research method is mixed method qualitative and quantitative, with dominant-less dominant-design. The result of this research shows that the composition and the characteristic of the waste produce is good both at research's places. Organic waste is the biggest percentage, the volume of the recycle waste at RW 14 Tamansari is 68% and 32% discard to TPS (temporary waste discard). At RW 08 Cikutra is 4% and 96% discard to TPS (temporary waste discard). The waste management at RW 14 Tamansari is composting the organic waste through Takakura and Biopori; recycle waste through handicraft, urban farming and waste bank. The supported factors to make the waste management succeed at RW 14 are the high societies' participation, supported facilities, fund, management and rules. At RW 08 Cikutra, the low societies' participation, unsupported facilities, no fund, and no rules about waste management become the obstacle of the waste management success.

**Keywords:** *Waste Management; Support Factors and the Obstacle; Environmental Study*

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**Abstrak.** Masalah sampah merupakan fenomena sosial yang erat kaitannya dengan lingkungan dan ekonomi, program Bandung Green and Clean adalah gagasan kolaborasi sosial lingkungan pemerintah, perusahaan dan masyarakat. pelaksanaan kegiatan telah berjalan dan selesai sehingga penelitian ini bertujuan untuk mengetahui bagaimana komposisi dan karakteristik sampah yang ada di Kota Bandung, jumlah volume, sistem pengelolaan, manfaat yang diperoleh serta faktor- faktor yang menyebabkan keberhasilan dan kegagalan pada objek yang diamati. Metode penelitian yang digunakan adalah metode kombinasi dengan dominant-less dominant design, dimana penelitian kualitatif dominan dan penelitian kuantitatif kurang dominan adapun respondennya adalah warga yang mengikuti kegiatan sejumlah 10 KK dengan pengumpulan data melalui survei dengan analisis berupa deksriptif dengan pengambilan kesimpulan pada triangulasi data. Hasil penelitian menunjukkan bahwa komposisi dan karakteristik sampah yang dihasilkan pada dua lokasi penelitian, jenis sampah organik merupakan jenis sampah yang memiliki persentase terbesar. Volume sampah yang dapat diolah pada RW 14 Kelurahan Tamansari yaitu sebesar 68% dan 32% sisanya di buang ke TPS. Pada RW 08 Kelurahan Cikutra volume sampah yang dapat diolah yaitu sebesar 4% dan 96% sisanya di buang ke TPS. Pengelolaan sampah di RW 14 Kelurahan Tamansari meliputi kegiatan pengomposan untuk sampah organik melalui takakura dan biopori, daur ulang sampah anorganik melalui pembuatan kerajinan, urban farming, dan Bank Sampah. Faktor- faktor pendorong terhadap pencapaian keberhasilan pengelolaan sampah di RW 14 Kelurahan Tamansari meliputi tingginya tingkat partisipasi masyarakat, sarana dan prasarana yang mendukung, pendanaan, manajemen serta faktor peraturan yang dibuat dan diberlakukan pada warga terkait pengelolaan sampah. Di RW 08 Kelurahan Cikutra, rendahnya tingkat partisipasi warga, kurangnya sarana dan prasarana, tidak adanya sumber dana lain juga tidak adanya peraturan tertulis maupun tidak tertulis terkait pengelolaan sampah menjadi faktor penghambat terhadap keberhasilan pengelolaan sampah di masyarakat.

**Kata Kunci:** *Pengelolaan Sampah; Faktor Pendukung dan Penghambat; Studi Lingkungan.*

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## INTRODUCTION

Garbage problem is generally a classic problem in big cities in Indonesia, (which has a high population growth rate). The impact of population growth, changes in people's consumption patterns, increased public consumption and people's lives in urban areas, will be followed by the volume and type of waste as a natural part of people's lives in urban areas. The waste problem is also experienced by the Bandung City Government. The city of Bandung, which was formerly known as "Parijs van Java" with its beautiful environment so that it was once dubbed the City of Flowers, is currently experiencing environmental degradation (Bashkirova & Lessovaia<sup>2</sup>, 2019; Meylan, 2018; Pranaditya, 2020). This is caused by the accumulation of waste in various places, among others due to the limited capacity of the final disposal site (TPA). In connection with that, the status of the City of Bandung which has been feared will be lost. The enactment of Law Number 18 of 2008 concerning Waste Management is something that is not new to waste management policies in the City of Bandung which directs waste management policies on the concept of zero waste with the importance of the community's role in waste management. This has a legal consequence that the government is the party responsible for waste management even though operationally the management can be carried out with business entities. In addition, waste

management organizations and community groups engaged in waste management can also be involved in waste management activities (Johannes, 2018; Kumar et al., 2017; Lestari & Trihadiningrum, 2019). The problem of absolute waste must be handled jointly between the government, non-governmental organizations and the community itself (Azevedo et al., 2019; Pratama, 2015). Therefore, awareness and mutual commitment are needed towards changing attitudes, behavior and ethics that are environmentally cultured.

In 2019 the Bandung City Government collaborated with the private sector and non-governmental organizations to form a program called Bandung Green and Clean (BGC). The BGC program is a program built in collaboration between the Bandung City Government represented by the Bandung City Environmental Management Agency (BPLH), the private Unilever Foundation, People's Mind Media, Rase FM Radio Media, and the Institute for Appropriate Technology Applications (LPTT). One of the things that became the topic/programme of BGC's attention was the waste problem in the city of Bandung. Many similar studies on the BGC program have been carried out. Previous research has been carried out on several things, namely BGC studies on waste management activities, where research related to waste management in Gede Bage besides that it also has low participation, the Gede Bage area is a

trade and industry, land use patterns and areas are also a problem in itself. In 2019 the Bandung City Government collaborated with the private sector and non-governmental organizations to form a program called Bandung Green and Clean (BGC). The BGC program is a program built in collaboration between the Bandung City Government represented by the Bandung City Environmental Management Agency (BPLH), the private Unilever Foundation, People's Mind Media, Rase FM Radio Media, and the Institute for Appropriate Technology Applications (LPTT). One of the things that became the topic/programme of BGC's attention was the waste problem in the city of Bandung. Many similar studies on the BGC program have been carried out. Previous research has been carried out on several things, namely BGC studies on waste management activities, where research related to waste management in Gede Bage besides that it also has low participation, the Gede Bage area is a trade and industry, land use patterns and areas are also a problem in itself. 2019 the Bandung City government partnered with the private sector and non-governmental organizations to form a program called Bandung Green and Clean (BGC). The BGC program is a program that was built on a partnership between the Bandung City government, represented by the Bandung City Environmental Management Agency (BPLH), the private Unilever Foundation, People's Mind Media, Rase FM

Radio Media, and the Institute for the Application of Appropriate Technology (LPTT). One of the things that became the topic/attention of the BGC program was the waste problem in the city of Bandung. Many similar studies on the BGC program have been carried out. Previous research has focused on several things, namely the BGC study on the sustainability of the waste management program (Winarto et al., 2019; Zakianis et al., 2018) the implementation of waste management in the community BGC program in the city of Bandung which has been studied previously resulted in the finding that the economic motive in community participation is a strong individual drive and the implementation of waste management in the community BGC program in Bandung City (referensi). Based on the results of previous research, it was found that the implementation of the waste management program in the BGC program encountered obstacles in the form of uncertain regulations from government and private cooperation even though in 2020 (Wulandini & Sembiring, 2019) it ended with a funding collaboration scheme, although overall it was considered that it had not succeeded in achieving its goal of creating a change in attitude/ behavior of people in the city of Bandung, especially in RW-RW participating in BGC, resulting in a reduction in the volume of waste disposed of at the TPS (Bashkirova & Lessovaia2, 2019; Winarto et al., 2019). However, it was also found that

there were RWs participating in BGC whose waste management programs were still running and were considered successful. The RWs include RW 09 Karang Anyar, RW 14 Tamansari, RW 04 Manjahlega, RW 06 Palasari, and RW 07 Cipamokolan. The RWs that were considered unsuccessful consisted of RW 08 Cikutra, RW 02 Cipadung, and RW 09 Cihargeulis, RW 10 Sukaasih and RW 09 Sukaluyu (Azevedo et al., 2019; David et al., 2017; Dobiki, 2018; Iacovidou, 2018; Sino et al., 2019; Winarto et al., 2019) (Dobiki, 2018).

Based on the description above, it is deemed necessary to raise the problem of household waste management in the city of Bandung with a comparative study of RWs whose waste management programs are considered successful and those that are considered unsuccessful. The author did not research all the RWs mentioned above, but only took one representative RW each. This is due to the similarity of RW-RW characteristics. The research focused on 2 (two) RWs, namely RW 14 Tamansari as an RW whose waste management program was successful and RW 08 Cikutra whose waste management program was not successful. The aim is to uncover the factors that influence the success and failure of waste management. With the results of this study, household waste management can be improved in the future. This research was conducted with the aim of knowing the composition and characteristics of the waste at the research site, how large the

volume of waste that can be processed, how the waste management is carried out, what benefits can be taken from waste management, and what can be done. factors causing waste management. waste in RW 14 Tamansari was successful, while in RW 08 Cikutra it was not. The living characteristics of the community, work patterns and kinship systems also affect the success of a program, which is an illustration related to research on waste management in Badung Bali (Mega Lugina, Iis Alviya, 2017).

## RESEARCH METHODS

This research is descriptive in nature, carried out using a combination of qualitative and quantitative methods, with a dominant-less dominant design, where qualitative research is dominant and quantitative research is less dominant (Bergeron, 2016; Boud et al., 2016; Harris et al., 2017). The sampling method is carried out randomly (random sampling), which is a way of taking elements from the population in such a way that each element has the same opportunity to be selected as members of the sample. Qualitative data collected from interviews, observations, and literature studies were then analyzed. Processed data in line with data collection by carrying out data reduction, namely the selection process of focusing, simplification, abstraction and transportation of raw data. The results of the quantitative data analysis are then displayed in the form of tables,

graphs/histograms in the form of percentage values that describe the measurement of community participation and the benefits/impacts of implementing waste management.

## DISCUSSION

### Composition and Total Volume/Weight of Household Waste in RW 14 Kelurahan Tamansari.

The total waste production generated based on sampling in RW 14 Tamansari Village is 68.67 kg/family/day with an average waste production of 1.073 kg/family/day or 0.268 kg/person/day equal to 1.5 liters/person/day. Based on the results of observations and secondary data, it was obtained that inorganic waste that entered the Waste Bank RW 14 Tamansari Village was 37% or equal to 25.41 kg, kitchen waste (organic) for takakura was 31% or 21.29 kg and the remaining 32% was disposed of to a temporary disposal site (TPS). Thus, the waste that can be processed in RW 14 Tamansari Village from the total waste obtained based on sampling is 68.67 kg, the waste that can be processed is 68% or as much as 46.70 kg and 32% or as much as 21.97 kg was disposed of to the TPS.

### Composition and Weight/Volume of Household Waste in RW 08 Cikutra Village

The total production of waste generated is based on sampling at RW 08 Kelurahan Cikutra is 104.67 kg/family/day with an

average waste production of 1.325 kg/family/day or 0.33 kg/person/day is equal to 2.5 liters/person/day. Based on the results of observations and secondary data, it was found that the inorganic waste that entered the Waste Bank RW 08 Cikutra Village was only 4% or 4.16 kg, while for the remaining 96% or 100.51 kg of other waste, both organic and inorganic waste directly disposed of in a temporary disposal site (TPS). Thus, the waste that can be processed in RW 08 Cikutra Urban Village of the total waste obtained based on sampling is 104.67 kg, waste that can be processed is 4.16 kg or 4% through the Waste Bank and as much as 100.51 kg or 96% the rest is disposed of to the TPS.

### Household Waste Management in RW 14 Tamansari Village

#### a. Management Techniques

1) Waste Sorting and Storage. The community has started sorting waste in RW 14, Tamansari Village, since the incinerator was introduced in 2016. In 2019 RW 14 Tamansari took part in the BGC competition and at that time the incinerator was still being used, the use of the incinerator was discontinued at the end of 2019. With the end of the use of the incinerator, the officer's garbage is no longer in charge of sorting waste at the TPS. Garbage that has been sorted from households is immediately transported by officers to the TPS without any further

sorting at the TPS. Waste sorting which was initially only done to separate organic and inorganic waste, developed into sorting out which organic waste can be used for takakura and which ones are for biopori as well as which inorganic waste can be used as the basic material for making handicrafts and which can be saved to the bank.

- 2) Organic Waste Management. Organic waste management in RW 14 Tamansari Village uses biopori and takakura.
- 3) Inorganic Waste Management. Inorganic waste management carried out in RW 14 Tamansari Village includes making plastic-based crafts, Urban Farming, and Waste Banks.

#### b. Institutional

When participating in the BGC RW 14 competition, Tamansari Village did not form a new institution, everything was still under the coordination of the RW head. Institutional waste management in RW 14 Tamansari Village is carried out under the coordination of the RW with the aim of simplifying the process of implementing waste management. The RW management is responsible for the transportation system, providing waste facilities and infrastructure, as well as facilitating the payment system for cleaning staff. The RT management is tasked with collecting dues from the community and together with the RW management inviting and reminding the community. The environmental cadres in RW 14 Tamansari

Village are the administrators and also members of the institutions in the RW with a total of 78 people. In 2019 the environmental cadres of RW 14 Tamansari Sub-district grew to 120 people, this additional number came from the general public. The main task of the environmental cadres is to remind the public at all times not to litter, as facilitators community in managing the environment and overseeing the implementation of waste management in the community (Halimah, 2015; Inghels & Dullaert, 2011; Ismail & Sidjabat, 2019; Joshi & Ahmed, 2016; Viljoen et al., 2021; Widyaningsih et al., 2015).

The mechanism for waste management starting from planning, implementation, and supervision is carried out by environmental cadres who also serve as administrators for RW, RT, PKK, Dasa Wisma, DKM, Karang Taruna, and Linmas under the coordination of the RW head (Lestari & Trihadiningrum, 2019; Muhammad et al., 2020; Winarto et al., 2019). As one of the criteria for the BGC competition, on June 5, 2019 RW 14 Tamansari Village formed a Waste Bank based on the Decree of the Head of the 14th Pillar of Residents Tamansari Village, Bandung Wetan District Number 02/SKep/RW/14/VI/2019 Regarding the Establishment of the Waste Bank RW 14, Tamansari Village, Bandung Wetan District and continued with the Decree of the Head of the Bandung City LPTT Number 02.73.09.01.14.10/I/LPTT/2019 dated January 10, 2019. The management of

the Waste Bank are PKK, RW, and RT administrators. Waste management institutions in RW 14 Tamansari Village are united with RW institutions under the coordination of the RW head with the aim of simplifying the process of implementing waste management. The Waste Bank Management is the PKK, RW, and RT administrators. RW management assisted by RT, PKK and also environmental cadres continue to invite and remind the public to be able to manage waste independently.

### c. Financing

The operational funding for waste management operations and regional development in RW 14 Kelurahan Tamansari comes from three sources of funds, namely internal sources, external sources and income from waste management. Internal sources are obtained from citizen contributions. In 2019 the management of RW 14 made changes to the amount of dues and additional contributions for residents through the Decree of the Community Deliberation Number B. 33/RW/14/VII/2019 dated July 19, 2019. External sources of funds for waste management were obtained from waste retribution for the use of TPS. RW 14 by UNISBA. Tamansari Village consists of 20 RWs, and only two RWs have TPS (communal garbage bins). TPS RW 14 is not only used by residents of RW 14 but also used by other parties such as street vendors (PKL), UNISBA, and other RWs. This causes the

garbage in the TPS to quickly fill up within a day or two. Since the Bandung Sea of Garbage incident, the TPS has been regulated and its use for outsiders is prohibited except for UNISBA with an MoU which states that UNISBA must contribute in terms of financing the waste retribution. With the MoU, UNISBA has an obligation to: to contribute in financing waste management to RW 14 Kelurahan Tamansari since 2016 is Rp. 400,000/month and has increased by Rp 800,000/month in 2019 until now. RW 14 Kelurahan Tamansari participated in the BGC competition in the period 2009-2011 and during the three periods participating in the BGC competition, RW 14 Kelurahan Tamansari received a total prize money of Rp. 22.500.000,- and everything goes to the RW treasury to be re-managed as development funds for the RW 14 area. The income that the community gets directly from waste management is obtained from the manufacture of plastic-based crafts (Azevedo et al., 2019; Inghels & Dullaert, 2011; Nadia & Khan, 2020; Situmorang, 2021; Tonini et al., 2020). In addition, residents who become customers of the Waste Bank can earn income from selling their waste to the Waste Bank. Sources of funds for financing the development of the RW 14 area are also waste management activities, apart from being obtained from non-governmental organizations such as mandatory citizen fees, waste management fees, security fees, also obtained by inviting or making proposals to get

assistance from outside parties, such as the Mayor, BPLH, PD. Cleanliness, Plantation and Cemetery Service, Agriculture Service, PDAM Bandung City and Bandung Wetan District (Inglezakis & Moustakas, 2015; Kurniadi & Evanita, 2020; Pratiwi & Santosa, 2019).

#### d. Regulation

The regulations made by the RW 14 management are not legally binding, but are still in the form of an appeal or recommendation regarding the order in waste management. The management does not impose any sanctions on residents who do not comply with these regulations. The waste management regulations in RW 14 are related to the rules for sorting, storing waste, and transport schedules (Ismail & Sidjabat, 2019; Li & Wang, 2021; Syafrina, 2016; Winarto et al., 2019). The socialization of regulations on environmental management, especially waste management, carried out by the administrators was by distributing letters to every KK in RW 14, Tamansari Village. In addition to the socialization of regulations, the RW management also carried out socialization in the form of campaigns for trash friends through pamphlets such as not to litter, take care or take care of the surrounding environment which was installed or pasted in places that are easy and frequented by residents and also by providing small yellow trash cans made from used cans in every alley in RW 14 Kelurahan Tamansari also provides

separate organic and inorganic trash cans. Although the regulations made are not binding, there is an unwritten agreement in the community to commit that maintaining cleanliness and preserving the environment is an obligation that must be carried out together. This commitment applies to new residents who come to the RW 14 area to participate in maintaining cleanliness in the RW 14 Tamansari Village environment. Waste management regulations in RW 14, unwritten since 2019 TPS RW 14. Kelurahan Tamansari can be used by residents of RW 14 as well as UNISBA with the stipulation that waste originating from UNISBA must be put in a large plastic bag and then disposed of at the TPS. For street vendors around Tamansari street and residents from other RWs, it is forbidden to throw garbage into the TPS. Although there is no written sanction, if there are residents who do not pay the mandatory dues or waste management fees, the management will continue to take actions such as waste from the residents' homes will not be transported or left to accumulate (Bashkirova & Lessovaia2, 2019; David et al., 2017; Marleni, 2018; McKinnon et al., 2017; Viljoen et al., 2021; Winarto et al., 2019). For students who do not want to pay dues, the student will not be assisted when he or she needs certificates from the RT or RW. Rules regarding waste management in RW The 14 Tamansari Villages listed in the appeal letter to

residents number: B.30/RW/14/IX/2019 dated 27 September 2019, namely:

Residents and students are requested not to litter;

- a. Every morning and evening to clean the yard and the streets/alleys around each house;
- b. Traders to participate in maintaining the cleanliness of the environment;
- c. To sort out wet waste and dry waste, and put them in two different plastic bags/cracks.
- d. Garbage collection by officers from 15.30 to 18.00 WIB;
- e. In order not to throw/store the stockpile/used unloading into the trash bin (TPS RW 14, Tamansari Village), and/or surrounding areas.

### **Waste Management in RW 08 Cikutra Village**

Waste management in RW 08 was carried out in 2019 when RW 08 became a participant in the BGC competition and became the 3rd runner up in 2020 and waste management activities in RW 08 Cikutra Village stopped in the same year. 62.0% of respondents were not involved in the implementation of waste management activities. As many as 75.9% of respondents have no longer carried out waste management activities such as sorting waste, making compost or making crafts from inorganic waste. The types of waste management

activities carried out were 7.6% composting, 1.3% burning waste and 87.3% of the waste is directly disposed of to the TPS. Residents only store garbage that has been put in plastic bags in front of their homes and garbage is pulled and sorted from residents' homes by garbage officers every day and then collected at TPS. Withdrawal of garbage in one day produces an average of 3 wheels of garbage and one wheel contains approximately 300 kg of garbage. Required financing levies on residents for the cost of security, waste management, youth organizations, PKK, etc. is Rp. 4,000-6,000,-/KK. This mandatory fee is managed by the RW management which is then allocated for certain costs, for example for waste management costs, it is directly given to two waste officers. Waste management in RW 08 Cikutra was carried out in 2019-2020 when the RW took part in the BGC competition. In 2020 RW 08 Cikutra no longer participates in the BGC competition and pen waste management stops in the same year. However, the management of RW 08 Cikutra Village for the 2019-2020 period wishes to return to carrying out waste management activities. Based on the results of observations in the field, on June 26, 2020 Garbage Bank RW 08 Cikutra Urban Village began to be reactivated and inaugurated on August 13, 2020. The number of customers for the RW 08 Waste Bank was only 14 people including RW, RT, PKK and environmental cadres and 44 kg of waste collected in the Waste Bank. This shows a



good faith from the management of RW 08 Cikutra Urban Village to return to managing the environment, especially managing waste in its RW environment (Hasbullah, 2019).

### **Benefits of Household Waste Management**

The benefits of waste management in RW 14 Kelurahan Tamansari and RW 08 Cikutra are presented in the table below, but previously the description related to the phenomenon of waste management based on this partnership program, empirically and theoretically this study is in accordance with the concept of Cohen and Upcofen (Ramadhan, 2014) explain that public involvement in environmental management can occur if the government as the holder of power and policy makers intervenes either as a program or in the form of partnerships with companies and communities called collaborative partnerships. In this aspect of partnership, research related to the process of achieving program sustainability and objectives requires aspects of experience and knowledge in the process of carrying out activities, including programs related to environmental management. There are four dimensions that will be measured in implementing the public partnership program, namely relevance, effectiveness, impact, efficiency and sustainability. In the context of this research, the dimensions measured are both a unit and a series in knowing the program's capacity and achievements.

(Harjanti & Anggraini, 2020) states that the relevance of the program is a basis for conducting the program, then (Prabowo, 2017) states that in the management of waste and waste there is a social bond that should be carried out in an effort to encourage environmental sustainability, on the other hand the effectiveness of the program needs to be considered as (Ariwidodo, 2014) assesses that The waste management partnership program in Lampung did not run optimally due to limited resources and the short duration of the program, which is one month, so that this cannot be used as the basis for the community to have significant behavioral changes in understanding and recognizing the environment. If we look at the parameters that have been measured, it can be said that the fundamental change of success made is the existence of local economic and cultural motives, as (Kusumadinata, 2016) states that when a community has an attachment to the environment, they will subconsciously maintain and minimize damage due to activities. man. This study is a form of comparison of social experiments conducted at two different locations but the results of these activities are also different. This social intervention in the environment is also in line with research (Zulfikar & Rinaldi, 2019) in Aceh, that the heap of garbage that became polluted some time ago in addition to decreasing the value of ecological attachment is also a movement towards anthropocentricity

due to excessive public consumption resulting in waste.

### Benefits of Household Waste Management

The benefits of waste management in RW 14 Kelurahan Tamansari and RW 08 Cikutra are presented in the table below.

Table 1 Benefits of Household Waste Management

No	Benefits of Waste		
	Environment	Social	Economic
1. RW 14 Kelurahan Tamansari	1. Changes in environmental quality in RW 14 Tamansari Village becomes cleaner and comfortable 2. There is a reduction in the number of waste disposed to TPS 3. The environment becomes more beautiful and green with urban farming and reforestation	1. Communication and interaction has been established in social in the community about caring environment, namely by the existence of mutual work together in an effort to create an environment clean	1. Waste that is not useful, but if managed properly, namely through composting activities, recycling inorganic waste into various crafts and also a waste bank, waste becomes a source of income for residents who can become customers of the

No	Benefits of Waste		
	Environment	Social	Economic
2. RW 08 Kelurahan Tamansari	1. Changes in environmental quality occurred when participating in the BGC competition in 2020. In contrast to the current conditions, the environmental conditions of RW 08 Cikutra Urban Village returned to the way they were before participating in the BGC competition, slums and garbage were scattered everywhere. 2. In the absence of waste sorting and management, waste from households is transported by the garbage	1. Social benefits of activities Waste management has been experienced by residents of RW 08 Cikutra Village in 2019-2020 when become a contestant BGC. But since the person is no longer a participant in the BGC, the social benefits are no longer felt, although mutual cooperation activities are still routinely carried out	1. Benefit or impact the economic aspects of waste management in RW 08 Cikutra Urban Village were only felt by residents when the RW became a BGC participant in 2019-2020.

## CONCLUSION

Waste management activities in RW 14 Kelurahan Tamansari is a composting activity for organic waste through takakura and biopori, recycling inorganic waste through making plastic-based crafts, urban farming, and a Waste

Bank. Waste management activities in RW 08 Cikutra Urban Village were carried out in 2019-2020. In 2021 until now, no waste management activities have been carried out. However, on June 25, the Garbage Bank RW 08 Cikutra Village began to operate again and was inaugurated on August 13, 2019. The benefits that can be taken from waste management by the community in RW 14 from a social point of view are the establishment of social communication/interaction in the community regarding environmental care, such as mutual cooperation/ community service activities. There is an increase in the community's economy from composting activities, inorganic waste recycling activities and from the existence of a Waste Bank. Besides that, there has also been a change in the quality of the environment in RW 14, Tamansari Village, namely the environment has become more comfortable, cleaner, more beautiful and greener. The benefits or impacts of waste management both on environmental, social and economic aspects in RW 08 Cikutra Urban Village were only felt by residents when the RW became a BGC participant in 2019-2012. The driving factors for the achievement

of successful waste management in RW 14 Tamansari Village include the high level of community participation, supporting facilities and infrastructure, funding, management and regulatory factors that are made and enforced on residents related to waste management. In RW 08 Cikutra Urban Village, the low level of citizen participation, lack of facilities and infrastructure, the absence of other sources of funds and the absence of regulations written or unwritten related to waste management.

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## Analysis of Reading Comprehension in Narrative Text at Tenth Grade Students

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**Abstract.** Language is a communication tool used to talk to each other, language can also be used to describe or express someone's feelings. As we know, language has 4 skills: listening, speaking, and writing. Each skill has its own meaning, but the researcher will discuss reading skills which are the process of thinking and obtaining information from a reading text, so that they can derive meaning from the reading text. Therefore, it is very important to learn reading skills in order to obtain important points or reading information from those who do not know to know. This study aims to analyze how many students can and are able to understand the contents of narrative texts. With this, the researcher selected the tenth graders at the Budi Murni Catholic Private High School 2 to be used as samples. This study uses a quantitative approach, the motive is to examine certain samples, with data collection techniques in the form of distributing questionnaires in the form of a Likert scale, then calculating the results of the answer instruments obtained by each student, followed by coding the answer instruments, after which the values are sought: mean, media, and mode, then the reliability test and validity test were carried out with the aim of proving the validity of the student's answer instrument. So it can be concluded based on the results of the analysis obtained by each learning target, 23 respondents found it easier to understand narrative texts after seeing and/or hearing stories with excessive frequency, there were 5 students who were declared fluent. In retelling the narrative text that has been read, 7 students are able to understand the lesson other than with the help of fingers, pens, or others, 7 students are able and as many as 6 respondents are not in a position to understand the narrative text, even though there are a few sentences left in the text.

**Keywords:** Reading Comprehension; Narrative Text; Descriptive Quantitative

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**Abstrak.** Bahasa merupakan alat komunikasi yang digunakan untuk berkomunikasi atau berbicara satu dengan yang lain, bahasa juga dapat digunakan untuk menggambarkan atau mengungkapkan perasaan seseorang. Seperti yang kita ketahui dalam berbahasa harus memiliki 4 keterampilan : mendengarkan, berbicara, membaca, dan menulis. Keterampilan membaca merupakan proses memperoleh informasi dari suatu teks bacaan, oleh karena itu keterampilan membaca sangat penting untuk dipelajari siswa sehingga dapat memperoleh poin penting atau informasi dari yang tidak tahu menjadi tahu. Penelitian ini bertujuan untuk menganalisis tentang seberapa banyak siswa yang dapat dan mampu memahami isi bacaan teks naratif. Dengan ini peneliti memilih siswa kelas X di SMA Swasta Katolik Budi Murni 2 untuk menjadi sampelnya. Penelitian ini menggunakan pendekatan deskriptif kuantitatif, motifnya untuk meneliti suatu sampel tertentu, dengan teknik pengumpulan data berupa penyebaran kuesioner dalam bentuk skala likert, kemudian menghitung hasil instrumen jawaban yang diperoleh masing-masing siswa, dilanjutkan dengan melakukan coding atau pemberian kode terhadap instrumen jawaban, setelah itu mencari hasil nilai dari : mean, media, dan mode, kemudian melakukan uji reliabilitas dan uji validitas dengan tujuan untuk membuktikan valid tidaknya instrumen jawaban siswa. Sehingga dapat disimpulkan berdasarkan hasil analisis diperoleh frekuensi masing-masing target pembelajaran yaitu 23 responden lebih mudah memahami teks naratif setelah mereka menonton dan/atau mendengar cerita dengan frekuensi yang berlebihan, terdapat 5 siswa yang dapat dinyatakan lancar dalam menceritakan kembali isi teks naratif yang telah dibaca, 7 siswa mampu memahami pembelajaran selain dengan bantuan jari, bolpoin, atau lainnya, 7 siswa mampu dan sebanyak 6 responden tidak dalam posisi untuk memahami narasi teks meskipun ada beberapa kalimat yang tersisa dalam teks.

**Kata Kunci:** Pemahaman Membaca; Teks Narasi; Deskriptif Kuantitatif

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## INTRODUCTION

Reading is one language skill that is very important for students to learn. Through these reading skills, students can improve their language skills by telling their own experiences. Besides that, students will get ideas and information from what they read, from what they could not know become to know after they read.

Understanding in studying is a method of summarizing and compiling which means or fascinating and vital matters simultaneously through interplay and the reader is also confronted immediately with the studying text (Wallot et al., 2013). In the implementation of summarizing, the reader only wishes to use easy words that can be understood so that the meaning of the text that is faced with the aid of the reader can genuinely be understood. In the method of studying comprehension, at first, the creator certainly explains the author's statement, then the reader tactics the textual content and creates an grasp that is close to the author's assertion (Wallot et al., 2013). In conducting this research, previous researchers have found many articles and journals discussing research on "Analysis of students' reading comprehension", the difference lies in: the research sample, the target/research in the research, and the research problem. The problem inside is that students cannot find the main idea and topic in the narrative text (Marzona & Ikhsan, 2019).

While the researcher discusses the analysis of reading comprehension for students of class X SMA Budi Murni 2 academic year 2020/2021 with the problems studied are: (1) Do students find it more difficult to understand the content of narrative texts after they watch and/or hear stories? (2) Can students retell the contents of the narrative text they have read? (3) Are there students who read with the help of fingers, pens, or something else? (4) Are students able to recognize narrative texts even though they ignore some sentences in the text?

This study shows that the level of students' reading comprehension is categorized as good, where the results of the study explain that some of the students easily understand the reading text after watching or hearing the story.

## RESEARCH METHODS

This research is a lookup with quantitative descriptive approach. Quantitative descriptive data in order to describe, explain, predict or to manage the phenomena regard to statistic or numerical data. In this research, the researcher implements the structured of questionnaire to facilitate the respondents and the researcher to gather statistics (Purba, 2021). The pattern is phase of the population or as a representative of the population to be studied. If the research subject is section of the population, it can be stated that the lookup is a pattern learn about (Kistian et al., 2017).

Therefore, from a population of 35 students, the pattern acquired used to be 32 students in this study. As for the steps to decide the sample measurement in this study the use of Slovin's formulation with a self-belief level of the pattern to the populace of 95% or an error rate of 5% (Rono, 2018). The number of samples taken are:

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

where: n = number of  
 N= population Size

e = error tolerance

(Bishop, 2019)

$$\text{So that: } n = \frac{35}{1 + 35(0.05)^2} = \frac{35}{1 + 35(0.0025)}$$

$$= \frac{35}{1 + 0,0875} = \frac{35}{1,0875}$$

= 32.18 rounded up to 32.

So, the measurement of the sample taken in this learn about used to be 32 students.

As for this research used to be carried out at the Catholic Private High School Budi Murni 2 Medan in class X MIPA-2. This study used a Likert Scale questionnaire records collection technique. Questionnaire is a information series technique that is achieved by giving a set of questions or written statements to respondents to answer (Charlina & Septyanti, 2019). Meanwhile, questionnaires are a quantity of written questions that are used to obtain information from respondents in phrases of reports about themselves or matters that are regarded (Priyono et al., 2018). The Likert scale is a research instrument used to measure the attitudes, opinions, and perceptions of

respondents, each humans and corporations of individuals, toward social phenomena (Pranatawijaya et al., 2019). In using this Likert scale, the researcher will supply fine and poor statements and respondents will be given a preference of solutions (Taluke et al., 2019). For every reply given, the respondent is given a score score from 1-5, including

**Table 2.1**

**Questionnaire Scoring Technique**

Positive Statement		Negative Statement	
Response	Score	Response	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral/ Enough	3	Neutral/ Enough	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

For this research, researchers the use of some strategies to evaluation the data, such as:

1. Mean

The mean is the value obtained from the sum of the whole records divided by using the wide variety in the group, the imply is a measure of facts centering. The system for the mean in the single records used is:

$$M_e = \frac{\sum x_i}{n}$$

Note :

$M_e$  = Mean

$\sum$  = Epsilon/ sigma/ total numbe

$x_i$  = Value of  $x$  to  $i$  to  $n$

$n$  = Number of individuals (number of data)

(Habiby, 2017)



## 2. Median

The median is the cost that lies in the middle the arranged commonly in accordance to the size of the information (Ali & Bhaskar, 2016).

The components for the median in the single even facts used is:

Note:

$$Me = \frac{X_{\frac{n}{2}} + X_{\frac{n+2}{2}}}{2}$$

Me = Median

X = Row-

$n = \sum f$  = The amount of data

(Setyawan et al., 2021)

## 3. Mode

The mode is the value that has the biggest frequency in a data set (Ali & Bhaskar, 2016).

To get the validity and the reliability, we use this formula:

### a. Validity

Validity is a measure used to show the degree of validity an instrument (Sunarsih et al., 2020). The *Product Moment Correlation* technique from Karl Pearson with the assist of SPSS version 23 software was used to take a look at the validity of the items, with the *Product Moment Correlation* formula as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Note:

$r_{xy}$  = Product moment correlation index

number

n = Number of cases

$\sum X$  = Sum of all values X

$\sum Y$  = Sum of all values of Y

$\sum XY$  = Sum of the products of x and y

(Widyaningrum, 2013)

Criteria of validity within the 5%

significance level:

r count > r table = valid

r count < r table = invalid.

(Salamah et al., 2021)

Results further calculations were consulted with r table (r = 0,349).

### b. Reliability

An instrument is stated to be reliable if the size is consistent, precise, and accurate. The purpose of the reliability take a look at on an instrument is to decide the consistency of the instrument as a measuring instrument, so that the measurement outcomes can be trusted (Wulansari, 2012).

The formula used in the reliability take a look at of this instrument is the alpha cronbach formula, as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

The varians formula:

$$\sigma_i^2 = \frac{\sum X^2}{n} - \left( \frac{\sum X}{n} \right)^2$$

Note:

$r_{11}$  = Instrument reliability/data coefficient

k = Number of questions

$\sum \sigma_i^2$  = Number of item variances

$\sigma_t^2$  = Total variance

n = Number of respondents

(Wulansari, 2012)

The basis for decision:

Cronbach's alpha value  $> 0.60$  = questionnaire reliable or consistent

Cronbach's alpha value  $< 0.60$  = questionnaire is declared unreliable or consistent

(Zuhri, 2021)

## DISCUSSION

In this section, we will discuss the outcomes had been in the questionnaire we use two variables that are variable X in this learn abot is narrative text, and variable Y in this find out about is reading comprehension with the following conditions:

- Favorable statements: Y.1, Y.2, Y.6, Y.7
- Unfavorable statements: X.1, X.2, X.3, Y.3, Y.4, Y.5

Picture 3.1 The Raw Data

No. Resp	Narrative Text (X)				Reading Comprehension (Y)							
	X.1	X.2	X.3	TOT_X	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	TOT_Y
1	2	3	1	6	3	3	3	2	1	3	2	17
2	4	4	2	10	3	3	4	4	2	2	2	20
3	3	2	2	7	3	3	4	4	2	2	3	21
4	2	2	3	7	4	4	3	3	2	3	4	23
5	2	3	2	7	3	3	3	2	1	3	4	19
6	2	2	3	7	3	3	3	2	2	3	3	19
7	2	3	3	8	3	3	1	2	1	3	4	17
8	1	1	1	3	4	4	2	3	2	3	4	22
9	2	2	2	6	5	4	3	3	2	4	3	24
10	2	4	2	8	4	3	4	4	2	3	2	22
11	2	2	1	5	3	3	3	3	1	4	3	20
12	2	3	2	7	3	3	3	3	1	3	3	19
13	2	2	2	6	3	3	2	2	2	3	4	19
14	4	3	2	9	3	3	2	3	1	1	3	16
15	2	3	3	8	2	3	3	2	2	3	3	18
16	2	2	3	7	4	3	3	3	3	3	3	22
17	5	4	4	13	5	2	1	1	1	2	1	13
18	2	3	3	8	4	3	4	5	2	3	2	23
19	1	3	3	7	5	5	5	3	4	4	4	31
20	3	2	2	7	3	4	3	2	2	3	3	20
21	3	3	3	9	3	3	2	2	3	3	3	19
22	2	3	3	8	5	3	3	3	3	3	3	23
23	3	3	3	9	3	3	2	2	2	3	3	18
24	1	2	1	4	5	4	2	1	1	4	3	20
25	2	3	2	7	4	3	3	3	2	3	3	21
26	2	4	1	7	4	3	1	3	1	3	3	18
27	2	3	2	7	3	3	3	2	2	3	3	19
28	3	3	2	8	3	3	4	4	2	2	2	21
29	2	2	2	6	3	3	3	3	1	2	3	18
30	2	2	2	6	4	4	4	4	3	4	4	27
31	2	2	2	6	3	3	3	3	2	3	3	20
32	3	3	2	8	3	3	2	2	3	3	3	19

After recording the outcomes of respondents' answers from each assertion item and from the two research variables, the next step is to decide the mean, median, and mode values of every research variable, in accordance to the components and using SPSS version 23. The results of the statistical information got are as follows :

Table 3.1 Mean, Median and Mode Calculation Results

Item	Mean	Median	Mode
X1	2,31	2,00	2
X2	2,69	3,00	3
X3	2,22	2,00	2
TOT_X	7,22	7,00	7
Y1	3,53	3,00	3
Y2	3,22	3,00	3
Y3	2,84	3,00	3
Y4	2,81	3,00	3
Y5	1,88	2,00	2
Y6	2,97	3,00	3
Y7	3,00	3,00	3
TOT_Y	20,25	20,00	19

(Source: Primary Data Processing Results, 2022)

The outcomes of the mean, median and mode listed above have been proven by calculating the raw data obtained using the formula in the research method.

a. Validity Test

To get the results primarily based on the calculation of the validity test, the researcher processed the records data with the provisions of  $df = (N-2)$  then  $R_{table}$  0.349 with a significant level of 0.05 for the variable X and variable Y (two-way test). To show the validity of each item in the study, amongst others, as follows:

Table 3.2 Text Narrative Variable Validity Test Results (X)

Corrected Item Correlation/ $r_{count}$	Sig. (2-tailed)	$r_{table}$	Criteria
0,822	0,000	0,349	Valid
0,744	0,000	0,349	Valid
0,690	0,000	0,349	Valid

(Source: Primary Data Processing Results, 2022)

Table 3.3 Reading Comprehension Variable Validity Test Results (Y)

Corrected Item Correlation/ $r_{count}$	Sig. (2-tailed)	$r_{table}$	Criteria
0,464	0,008	0,349	Valid
0,771	0,000	0,349	Valid
0,705	0,000	0,349	Valid
0,696	0,000	0,349	Valid
0,627	0,000	0,349	Valid
0,583	0,000	0,349	Valid
0,398	0,024	0,349	Valid

(Source: Primary Data Processing Results, 2022)

Table 3.4 Reliability Test Results

Variable	Cronbach's Alpha ( $r_{11}$ )	Reliability	Criteria
Narrative Text (X)	0,619	0,60	Reliable
Reading Comprehension (Y)	0,699	0,60	Reliable

(Source: Primary Data Processing Results, 2020)

Cronbach's alpha value is acquire by testing the raw data using several steps according to the formula in the research method.

In accordance with the data records above, which explains that the statistical reliability take a look at performed, it is known that the Cronbach's Alpha value for the X variable is 0.619 and the Y variable is 0.699 with the acquisition. So it can be concluded that the value of Cronbach's Alpha on the variables X and Y is increased than 0.60, so with this the test results of the variables in the reliability statistics are declared reliable.

To answer the question of this research, here are the results:

Item X.1

Table 3.5

	SA	A	N/E	D	SD	TOT.
Freq.	3	20	6	2	1	32

In this negative statement, 20 respondents selected an alternative negative answer with a rating of 2 (Agree) and 3

respondents chose with a score of 1 (Strongly Agree).

The table in item X.1 shows the satisfactory of reading comprehension that is no longer good, where the total who chose negative answers to the negative statement were 23 respondents.

**Item Y.6**

**Table 3.6**

	SD	D	N/E	A	TOT.
Freq.	1	4	22	5	32

In this favorable statement, there are several studies that are considered relevant to this research, including a study conducted by Lisa with the title Ability to Restating the Contents of Narrative Text (Fantasy stories) of Class VII SMP Negeri 1. Based on the results of the research above, the ability to retell class VII students is classified as very good, where 43 students (71.66%) individually are able to retell the contents of narrative texts (fantasy stories), according to the research problem and research results which state students can tell stories. repeat the narrative text that has been read (Lisa et al., 2019).

**Item Y.4**

**Table 3.7**

	SA	A	N/E	D	SD	TOT.
Freq.	2	11	12	5	2	32

In this unfavorable statement, 13 respondents chose an alternative negative answer with a score of 1 (Strongly Agree) and a score of 2 (Agree), as many as 12 respondents chose an alternative answer with a

score of 3 (Neutral/Enough), and as many as 7 respondents chose alternative positive answers with a score of 4 (Disagree) and a score of 5 (Strongly Disagree).

**Item Y.7**

**Table 3.8**

	SD	D	N/E	A	TOT.
Freq.	1	5	19	7	32

In this favorable statement. Based on the table above, the theory is also found in the book entitled "Strategi Menumbuhkan Minat Baca Pada Anak Sejak Usia Dini" which was put forward by Dr. H. DARMADI, S.Ag., M.M., MM.Pd., M.Si. as for the theory which states that finger pointing is a common error in reading, where referring to reading using fingers can speed up reading because eye movements are faster than fingers, according to the problem and research results found that there are still students among those who use assistive devices. in the form of fingers, pens when reading (Darmadi, n.d.).

**CONCLUSION**

After obtaining the results of the analysis and by discussing the data that has been carried out, the researcher can conclude from the results of the Research Analysis of Reading Comprehension of Narrative Texts for Class X Students as follows: (1) with a high frequency of 23 Students it is easier to understand narrative texts after they watch and / or hear stories, (2) who can be said to be fluent in retelling narrative texts that have been

read by 5 out of 32 students, (3) who can understand reading without the help of fingers, pens, or other objects as many as 7 students, (4) in understanding narrative text although there are a few sentences left in the text there are 7 students who are able and as many as 6 respondents who are not able to.

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## The Factors of Social Strengths and Weakness Faced to A Construction Process of Social Support of Tuberculosis's Sufferer

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**Abstract.** *This study examines any determinant factor of social strengths and weakness that face to a construction process of social support for patients of tuberculosis sufferers, with qualitative methods and case study designs, phenomenology, analytic, comparative, and explorative. The result is that social power factors to face them include: (1) local cultural wisdom values, (2) social norms owned family and community, (3) potential types of social support, (4) potential social relationships in family and community behavior, (5) potential lifestyle changes, (6) positive perceptions of families and communities, (7) health or medical information and socialization, (8) positive social impacts of TB disease, (9) DOTS or TOSS policies or programs. While the social weakness factors are (1) the potential for shifting and neglecting the values of local cultural wisdom, (2) the potential for neglecting the socio-cultural norms of family and society, (3) the potential for neglecting social support, (4) the potential for estrangement in social relations (kinship, brotherhood, friendship) in family and community social behavior, (5) status quo lifestyle behavior, (6) potential negative perceptions of TB SPP, family, and society, (7) potential for stereotypes, stigma-labeling, (8) potential social discrimination and conflict, (9) the potential for social oppression of sufferers, (10) information gaps and health/medical socialization, (11) the negative impact of TB disease, (12) inequality in the implementation of DOTS/TOSS.*

**Keywords:** *Strengths; Weaknesses; Construction; Social Support; Tuberculosis Sufferers*

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**Abstrak.** Penelitian ini mengkaji model konstruksi dukungan sosial penderita penyakit tuberculosis, dengan metode kualitatif dan desain *case study*, fenomenologi, analitik, comparative, eksploratif. Hasilnya bahwa faktor kekuatan sosial dalam konstruksi dukungan sosial penderita penyakit tuberculosis meliputi (1) nilai-nilai kearifan budaya lokal, (2) norma-norma sosial keluarga dan masyarakat, (3) potensi jenis dukungan sosial, (4) potensi hubungan sosial perilaku keluarga dan masyarakat, (5) potensi perubahan gaya hidup, (6) persepsi positif keluarga dan masyarakat, (7) informasi dan sosialisasi kesehatan/medis, (8) dampak sosial penyakit Tb secara positif, (9) kebijakan/program DOTS atau TOSS. Sedangkan factor kelemahan sosial adalah (1) potensi pergeseran dan pengabaian nilai-nilai kearifan budaya lokal, (2) potensi pengabaian norma-norma sosial budaya keluarga dan masyarakat, (3) potensi pengabaian dukungan sosial, (4) potensi kerenggangan hubungan sosial (kekeluargaan/ kekerabatan, persaudaraan, persahabatan) dalam perilaku sosial keluarga dan masyarakat, (5) perilaku gaya hidup statusquo, (6) potensi persepsi negatif SPP Tb, keluarga, dan masyarakat, (7) potensi stereotype, stigma-labelling, (8) potensi diskriminasi sosial dan konflik, (9) potensi opresi sosial subyek penderita, (10) kesenjangan informasi dan sosialisasi kesehatan/medis, (11) dampak negatif penyakit Tb, (12) ketimpangan implementasi kebijakan/ program DOTS/ TOSS.

**Kata Kunci:** *Kekuatan; Kelemahan; Konstruksi Sosial; Dukungan Sosial; Penderita Penyakit Tuberculosis*

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## INTRODUCTION

One of the most fundamental and popular problems in the health aspect is 'disease'. Observers of health problems or experts such as (Conrad & Kern 1992), Diederiks *et al.*, (Notoatmojo & Sarwono, 1985; Sarwono, 2006) and other ones agree that disease is not only a cultural product but also a social construction. In this regard, Geest argues that in different societies disease is expressed differently, explained differently, and constructed differently (Soejoeti, 2016). Furthermore, one type of disease that has not only caused health problems but has also become a social problem widely is "tuberculosis disease" (also known as tuberculosis or pulmonary tuberculosis). According to International Health Institutions (WHO, 2017) and National Health Institutions (Ministry of Health owned Indonesia, Kemenkes, 2018), TB disease is equivalent and included in the ten types of deadly diseases in the world such as AIDS/HIV, cancer, malaria, and degenerative diseases such as heart disease and diabetes which have characteristics, potencies, and levels. the ability to attack the organs of the human body lethally. TB disease has become a global or international health problem because it has lethal properties if it attacks human organs (especially the lungs). The problem phenomenon according to WHO, every second there is one person infected with tuberculosis in the world: one third of the world's

population has been infected with tuberculosis germs; about 33% of the total TB cases in the world are found in Asian countries. In 2013, it was estimated that there were 8.6 million TB cases, of which 1.1 million people (13%) were HIV-positive (WHO, 2014).

Tuberculosis (TB) is one of the leading causes of death due to infection in the world, besides malaria, and with its dangerous nature, it has actually become a world health problem and has attracted a lot of attention from the international community because in addition to affecting people's work productivity, it is also the main cause of death for many people in various parts of the world. country. WHO reports, half a percent of the world's population is stricken with tuberculosis, of which most (75%) are in developing countries, including Indonesia. It is estimated that 539,000 new cases of TB are found every year with 101,000 deaths (WHO, 2014).

Tuberculosis (TB) is still a major health problem in the world, which causes health problems for millions of people every year and it is estimated that TB cases in the world reach around 10.4 million cases consisting of men around 5.9 million cases and women around 3.5 million cases (WHO, 2017). In this context, Indonesia has contributed a third of the TB burden in the world (WHO, 2017). Indonesia is one of the countries that has the largest burden of tuberculosis among 8 countries, namely India (27%), China (9%), Indonesia (8%), Philippines (6%), Pakistan (5%),



Nigeria (4%), Bangladesh (4%) and South Africa (3%). According to the 2018 WHO report, globally, new cases of tuberculosis were 6.4 million, equivalent to 64% of the incidence of tuberculosis (10.0 million). Tuberculosis remains the 10th leading cause of death in the world and global tuberculosis deaths are estimated at 1.3 million patients (WHO, 2018). A country that is not free from Tuberculosis (TBC) then the mortality rate due to Mycobacterium tuberculosis is getting higher. Therefore, TB is still an infectious disease that is a concern and an important public health problem in the world (Amin, 2006). Especially in Indonesia, it is still one of the countries that are included in the group with the highest burden of TB problems (high burden countries). This has also been confirmed by the WHO report that Indonesia is included in the 30 high burden countries that have a burden of TB, MDR-TB and HIV-TB (WHO, 2017).

According to Kemenkes (the Ministry of Health owned Indonesia Government), at year 2017 there were 446,732 cases, and increased to 566,623 cases in 2018 at all provinces. In each province, men generally have a higher number of tuberculosis cases, namely 1.3 times than women (Kemenkes RI, 2019). Furthermore, in terms of age groups, TB disease attacks all age groups from toddlers to elderly people. In other words, TB sufferers exist at all levels or age levels. During the last four years (2014-2018), for example, TB

disease or TB sufferers were evenly distributed in all age groups even though the proportion of cases was different or varied. In 2018, the most tuberculosis cases were in the 45-54 years age group, namely 14.2%, then 13.8% at the age 25-34 years and 13.4% for the 35-44-year age group. The Ministry of Health conducted a sweeping of cases in hospitals (Mapping Up) to reduce under-reporting of tuberculosis cases, and the data from the search included an unknown age group (NA) which resulted in a shift in the proportion of tuberculosis cases by age group from 2014-2017 with 2018. Thus, Indonesia is still one of the countries that are included in the group with the highest burden of TB problems (high burden countries) (Direktorat Jenderal P2P, Kemenkas, 2019).

Specifically, in South Sulawesi, there were 13,659 TB cases, consisting of 12,965 TB cases (7,180 smear positive TB cases), 97 MDR TB cases and 597 child TB cases, smear positive TB cases (South Sulawesi Provincial Health Office, 2018). South Sulawesi still has 84.0% of cases of CDR (Case detection ratio) or ranks second highest after DKI Jakarta. In addition, it is still classified as an area with the second highest CNR (Case notification ratio) number after DKI Jakarta for all tuberculosis cases per 100,000 population (Kemenkes RI, 2019). All of these data clearly indicate that South Sulawesi is still a breeding ground for tuberculosis. The high prevalence of the population with TB indicates that the prevention of TB requires an extra social

approach beyond the medical-only approach. Although the Government in particular the Indonesia Ministry of Health has adopted the WHO recommendation regarding the implementation of the Directly Observed Treatment Short-course (DOTS) strategy since 1995 as an approach in tackling TB (Depkes RI, 2012) and stipulates PERMENKES Nomor 67 Tahun 2014 Tentang Penanggulangan Tuberculosis (a rule made by ministry of health decision in order to tuberculosis management at Indonesia), which this rule be basic to launching a program called TOSS (*Temukan Obati Sampai Sembuh TB* (namely to find any tuberculosis sufferer case, then give medicine treatment until they heal it). This program expected Indonesia will be free from this disease before 2050. But its problem, these policies and programs are not adequate because they are more dominant in terms of medical treatment support alone, and far from touching aspects of the need for social support as a whole. Therefore, the prevention of tuberculosis and the healing of its sufferers really need the presence and synergy of medical and non-medical approaches, especially social support.

In South Sulawesi, the potentials regarding aspects or forms of social support for tuberculosis sufferers actually already exist in family and community life both in rural and urban areas, because most families and communities are still bound by their social structure, namely values, norms and values,

norms, customs, traditions and beliefs (religion), as well as patterns of social relations and social solidarity based on the texture and tenure of culture and local wisdom values which are potential social modalities and social strengths to provide social support in order to management of TB disease and the totality of the patient's healing process. Its phenomenon of the problem is that, in its development, the potential for social power tends to weaken along with the shifting and stretching of the actualization of socio-cultural values and norms in family and community life. Social feelings are no longer fully based on the values of local cultural wisdom and collective social awareness but tend to shift to individualism attitudes and behavior. Local humans and society in South Sulawesi with their environmental and socio-cultural characteristics are being faced with a shift in social strength to social weakness, especially in actualizing a social support approach for overcoming health problems, especially the problem of tuberculosis. This shift triggers a decrease in the quality of social interaction relationships and social support for subjects with tuberculosis (SPP Tb), which has an impact on the healing process of the patient's disease.

## RESEARCH METHODS

This research is based on or is based on the constructivism paradigm, which is an interpretive, logical, and aesthetic paradigm in

studying a problem (Bodgan & Taylor, 2009), including aspects of sociology and health, theoretical conceptions, policies, and factual phenomena of construction of social support approaches (social support). support) to the disease and subjects with tuberculosis (SPP Tb). The constructivism paradigm used in examining the factual phenomena of the construction of social support in its consequences is methodological, ontological, epistemological, and axiological. The approach method with research specifications is a combination of analytical descriptive - inferential - componential (Merriam, 2002 in Seidman, 2006). This type of qualitative descriptive research. Case study research design, phenomenology. Sources of data in the form of primary and secondary data. The research unit of analysis is the assessment, attitude, action, and behavior of social support from close people around the subject of tuberculosis (SPP Tb) patients in providing social support (informational, emotional, instrumental, and rewarding). The research location is Gowa Regency. The main informants of the study were 25 people consisting of 5 people from SPP Tb, 18 main and supporting informants consisting of 9 close family members (spouse, close relatives, parents) representing the social structure of the family, 4 neighbors and 5 friends/friends/colleagues from SPP TB who represent the social structure of work and society.

Data collection techniques with literature study (documentation), observation, interviews. The research instrument is the writer/researcher himself as a direct participant, who is supported by observation sheets and interview guide sheets, and uses several stationery equipment, digital cameras, cellular phones/smartphones, laptops, and others. Data analysis used a qualitative descriptive approach, which was to describe the findings of the research using the existing theoretical bases, as well as through Snow bowling and discourses analyses. The data analysis process is carried out through stages, namely identification according to the research objective group, processing and interpreting the data, then abstracting, reducing, and checking the validity of the data. The stages of data analysis in qualitative research are data reduction, data display, and conclusions or verification (Miles & Huberman, 2000; Creswell, 2010; Moleong, 2012).

## DISCUSSION

### Performance of Social Support for Tuberculosis Patients

The results showed that generally the core informants (SPP Tb) and close people around, especially the main and supporting informants (family as like wife, close relatives, parents, close neighbors, friends/coworkers) as family and the community of social agents in this study give and receive each other, respond to and support each other in the implementation

of informational, emotional, instrumental and reward social support. First, SPP TB generally acknowledges receiving informational support in the form of directions, advice, explanations, and knowledge information related to how to treat health conditions and deal with disease, attitudes towards treatment and healing of disease. On the other hand, in general, the main and supporting informants also acknowledged that they provided the direction or advice needed by SPP Tb. Second, in general, SPP TB admits that they receive emotional support, especially in the form of empathy, care, concern, affection, and a good attitude. On the other hand, in general, the main and supporting informants also admitted that they provided the type and form of support to SPP Tb. Third, both SPP Tb and close people in the vicinity (key and supporting informants) both acknowledged that they had provided instrumental support, especially in the type and form of fulfilling the needs for medicines from UPK and food, but for limited material and financial needs and still paying attention to socio-cultural norms.

Fourth, in general, SPP Tb admits that they receive appreciation support, especially in the form of good treatment and attitude, approaching actions and behaviors, not avoiding, appreciating, and providing support. On the other hand, in general, the main informants and supporters also acknowledged that they gave awards in the form of praise and flattery in addition to other types of

assessments to SPP TB for their achievements in surviving various physical and psychological burdens due to their illness. The overall phenomenon of the research results accordance with the opinions of experts such as (Cohen & Syme 1985, Hendropuspito, 1989), House (Smet, 1994) and Wills & Fegan (David Berry S & Landry, 1997), Sheridan and Radmacher 1992 in (Haditono, 2001), Jacobson 1986 in (Landis, 1989) regarding the types of social support or social support such as informational support, emotional support, instrumental support, and reward support.

### **Construction of Social Support for Tuberculosis Patients**

The construction of social support currently involves direct social relationships between people with tuberculosis (SPP Tb) and those close to them. Therefore, in this context, the construction of social support can be viewed from two perspectives, namely the perspective of SPP TB and the perspective of social actors and agents of the people close to them (family and community).

#### **1. Construction of social support from the SPP Tb perspective**

Generally, SPP Tb in this study constructs 8 (eight) main aspects in relation to its position as central social actors who receive social support (informational, emotional, instrumental, reward). The eight main aspects are: First, SPP TB constructs a social paradigm and belief that social support is a medicine, or

an integral part of the treatment and healing process for their disease suffering. Second, SPP Tb constructs the level of importance that social support is already a primary need for himself and his illness, both expected from himself and from others, especially those close to him. Third, SPP TB constructs its own social conditions and needs for social support (informational, emotional, instrumental, appreciation), with certain similarities and differences between the SPP TB. Fourth, SPP TB constructs sources of social support from close people around them, especially family (life partners, close relatives), parents, near neighbors, friends, and health/medical personnel. In this context, the Tb SPP circles also construct similarities and differences in elimination, dichotomy, clusters and classifications or groupings of family and community social agents who are considered to have the most role and influence in certain social support, even giving birth to the construction of "central social figures" from the public social agents of the family and society.

Fifth, SPP TB constructs similarities and differences in characteristics, types, and forms as well as certain indicators of social support received from close people around them (especially family, close relatives, parents, near neighbors, friends, and health workers or medical). Sixth, SPP Tb constructs similarities and differences in assessments of attitudes, actions, and social behavior as well as the

approach methods used by those close to them in providing social support (informational, emotional, instrumental, reward). Seventh, SPP Tb constructs similarities and differences in attitudes, actions and social behavior as well as the approach method in responding to social support (informational, emotional, instrumental, appreciation) from those close to them. Eighth, SPP TB constructs the same and different perceptions regarding the presence and absence of internal and external conflicts, social discrimination, labels, stigma, social stereotypes, and social oppression from others.

## **2. Construction of social support from the close people in around perspective**

The social agents of family and community in the research generally construct 12 (twelve) main aspects in relation to their position as providing social support (informational, emotional, instrumental, appreciation) to SPP Tb. The twelve main aspects are: First, They constructing the same paradigm or social belief that social support is a medicine, or an integral part of the treatment and healing process for the disease suffered by SPP TB; Second, They constructing the same assessment that social support is already a primary need for Tb SPP; Third, They constructing judgments, social feelings and the same awareness and social responsibility that they feel the need to get involved and take a direct or indirect role to meet the primary needs of social support for Tb SPP; Fourth,

They constructing the same and different assessments regarding the social conditions ones of SPP TB; Fifth, They construct the same and different assessments regarding the attitudes, actions and social behavior (STP) of SPP Tb towards the conditions of their respective social support; Sixth, They construct attitudes, actions and social behavior (STP) in meeting the needs of social support of each SPP Tb;

Seventh, They constructed any method or approach, innovation, creativity and social competence in overcoming problems and meeting the needs of social support (informational, emotional, instrumental, reward) of each SPP Tb; Eighth, They constructing the application of the values of local cultural wisdom (NKBL) and socio-cultural norms (NSB) that are the same and different in the provision and fulfillment of social support needs of each SPP Tb; Ninth, They constructing the performance of social and cultural relations of kinship, friendship that are the same and different in providing and fulfilling the social support needs of each Tb SPP; Tenth, They constructing the same and different assessments, attitudes, responses, actions and social behavior towards social support from other people to each Tb SPP; Eleventh, They constructing the same and different perceptions, attitudes, actions and social behavior regarding the presence or absence of internal and external conflicts, social discrimination, stamps/labels, stigma,

stereotypes, social oppression of SPP TB from the people around them; Twelfth, They construct the factors that influence (supporters and barriers, strengths and weaknesses) social support.

The two perspectives of the construction of social support (the perspective of SPP Tb and the perspective of the social agents of those close to them (such as family, parents, neighbors, friends) are in accordance with the main thesis of the theory of social construction of reality by (Berger and Luckmann 1990) regarding the dialectical nature of the relationship between human individuals and society. In this case, society is seen as a product of humans, and on the other hand humans are seen as the product or product of society. The social construction created by SPP Tb and the close people in around to it is dialectical, which according to Berger (Bungin, 2008) goes through a three-stage process known as a "moment". The dialectical process in the social construction implies that SPP Tb individuals create society (family and community social actors from close people around SPP Tb), and society creates individuals through three stages of events, namely externalization, objectivation, and internalization. *First*, Externalization is the initial stage for individuals with SPP TB as well as individuals from close people around (such as individual family, individual relatives, individual parents, individual neighbors, individual friends/coworkers)

together expressing themselves openly, interacting/talking/communicating/telling stories, actualizing social support roles. *Second*, objectivation is a further stage of externalization, where these individuals are in their social reality interacting/ talking/ communicating/ telling, facing each other and interpreting, showing each other their attitudes and actions and social behavior, some are in a position to provide support and some receive support, all of which form subjective-objective social reality as a habit that is carried out repeatedly so as to produce a surplus of values, knowledge and experience, especially in terms of giving and receiving material and non-material, physical support/assistance and psychic. *Third*, Internalization is a stage or process of socialization of the objectivation process. In this case, the surplus value, knowledge, and experience gained by individuals (SPP Tb, family, relatives, parents, neighbors, friends/friends/coworkers) from the interaction and self-objectification are internalized (absorbed, implanted) and treated/practiced. in the process of daily social support relationships. This practice is referred to as a reality that is constructed equally and differently by these individuals. Therefore, according to (Eriyanto 2009) that everyone who has certain experiences, preferences, education, and certain social or social environments will interpret the social reality with their respective constructions.

### **Factors of Social Strengths and Weaknesses in the Construction of Social Support for Tuberculosis Patients**

Based on the results of research and analysis, there are a number of social strength factors in the construction of social support for SPP Tb, namely (1) factors of local cultural wisdom values, (2) family and community social norms, (3) potential types of social support, (4) social relations between family and community behavior, (5) lifestyle changes, (6) positive family and community perceptions, (7) health or medical information and socialization, (8) positive social impact of TB disease, (9) DOTS or TOSS policy and program factors. While the social weakness factors are (1) the shift factor and neglect of local cultural wisdom values, (2) the neglect factor for family and community socio-cultural norms, (3) the neglect factor for social support, (4) Factors of estrangement in social relations (family/kinship, brotherhood, friendship) in family and community social behavior, (5) Status quo lifestyle behavior factors, (6) Negative perception factors for sufferer or patients of tuberculosis, family, and society, (7) Stereotype, stigma, labelling, (8) Social discrimination and conflict, (9) Social oppression, (10) Information gaps and health/medical socialization, (11) Negative impact for TB disease, (12) Potential inequality in policy implementation/ DOTS/TOSS program.

The findings of the research on the social power factor in the social support construction for Tb sufferer are in accordance with Waters' opinion (DeLamater and Hyde, 1998) regarding the three social power factors in social construction, namely language, culture, and consistency. Similarly, the opinion of Schwarzer & Leppin (Smet, 1994) regarding the social facts of SPP TB as perceived support and those close to them as received support in the process of constructing social support for tuberculosis sufferers. The construction of social support created by SPP TB and those close people to them according to (Sheridan & Radmacher, 1992) in (Taylor & Scadding, 2009) can be viewed as an interpersonal transaction involving aspects of information, emotional attention, assessment, and instrumental assistance. Similarly, the opinion of Gottlieb and Saroson (Smet, (1994) and (Taylor & Scadding, 2009) regarding the presence of individuals or other people who are meaningful in providing various types, nature and forms as well as the characteristics of real assistance in the form of information, advice, suggestions, instructions for action and behavior, materials, medicines, medical expenses, attention, care, empathy, compassion, motivation and enthusiasm, positive assessment / appreciation and others which all have emotional benefits or behavioral effects as well as problem solving for the recipient.

The presence of close people around SPP TB such as family (especially wife, parents, close relatives), neighbors, friends/ coworkers with social paradigms/beliefs, motivation, social feelings, awareness, their respective social roles and responsibilities, perceptions, assessments, attitudes, actions and social behavior in providing informational, emotional, instrumental and rewarding social support to SPP TB according to (Kaplan and Saddock, 1998, Baron and Byrne, 2000) regarding activities and actions real social support as well as the process of interaction and communication between the party providing support and the party receiving social support, especially in terms of the position of SPP TB as a patient with a disease and the provision of religious advice. The presence of close people around SPP Tb in providing social support, especially emotional support in overcoming SPP Tb's anxiety over the problems and burden of illness he suffers according to the opinion of (Heller et al1986), in (Soekanto, 2014) regarding the existence of a social support component in the form of an assessment that heightened rewards, and interpersonal transactions associated with anxiety.

To looking further, the direct involvement of close people around such as family, neighbors, friends/coworkers in providing various types and forms of social support to SPP TB takes place informally (non-formally), spontaneously, according to each other's free



will, not role playing and engineering, not bound by time, according to daily habits, according to socio-cultural norms, according to the degree of closeness of social relationships (kinship, brotherhood, friendship), based on feelings of empathy and moral responsibility, according to human values, or in short taking place as it is or naturally. The finding of social facts regarding social support from close people is in accordance with the opinion of Rook and (Dootey 1985, Rook K, 1992; Smet, 1994), (Koentjoroningrat 2002) and (Wangmuba 2009), in (Yesmil and Adang, 2013) regarding sources of social support that are natural, not artificial, and spontaneous, and free from psychological burdens and labels, according to socio-cultural norms, long rooted and close social relations. received by someone SPP TB non-formally through the interaction of social support.

The findings of the research on social weakness show that first, the TB SPP and close people in around of SPP Tb admit that there are still certain elements and groups of people who tend to perceive TB disease as bad and negative; (2) SPP TB circles admit that sometimes they still hear and receive directly discriminatory treatment, labels, stigmas and certain stereotypes from certain other people around them; Third, generally close people around (family: especially spouse/wife, parents, relatives/close relatives), near neighbors, friends/coworkers admit that they

have never done anything and firmly reject the practice of social discrimination, marginalization, labeling, stigma and any stereotype against SPP Tb. These three things show that SPP TB still has the potential to face pressure, social discrimination, marginalization, labeling, stigma, and stereotypes as well as social oppression in the surrounding environment. And it also means that SPP TB still has the potential to experience internal and external conflicts, prone to feelings of anxiety and inferiority as well as mental stress. Thanks to social support from close people around (family, relatives, parents), neighbors, friends/coworkers, all these negative potentials can be controlled and resolved.

Close people around especially family, play a big, important, and strategic role in keeping SPP Tb from possible stressors from the surrounding environment. This is in accordance with (Argyle's, 1991) opinion regarding the role of the family system as an antidote (buffering effect) to preventing negative effects or stressor effects in the form of negative labeling and social discrimination against TB SPP by other people in the surrounding environment. The family is always ready to help SPP TB when needed because of the feeling of being loved and loving. In essence, family members are the important people to provide instrumental, emotional and togetherness support in dealing with stressful life events.

## CONCLUSION

Factors of social strength in the construction of social support for SPP Tb are (1) factors of local cultural wisdom values, (2) factors of family and community social norms, (3) potential types of social support, (4) factors of family behavior social relations and society, (5) lifestyle change factors, (6) positive family and community perception factors, (7) health/medical information and socialization factors, (8) positive social impact factors for TB disease, (9) policy/program factors DOTS or TOSS. While the social weakness factors are (1) the shifting and neglect of local cultural wisdom values, (2) the neglect for family and community socio-cultural norms, (3) the neglect for social support, (4) the estrangement in social relations (kinship). / Kinship, brotherhood, friendship) in family and community social behavior, (5) Status quo lifestyle behavior, (6) Negative perception for TB SPP, family, and society, (7) Stereotype, stigma-labeling, (8) Social discrimination and conflict, (9) social oppression for sufferers, (10) information gaps and health/medical socialization, (11) Negative impact for TB disease, (12) Potential inequality in the implementation of DOTS/ TOSS policies/ programs.

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## Legal Philosophy in Constructing the Pancasila Legal System in Indonesia

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**Abstract.** This research is based on the philosophical conception of Pancasila as the basic norm of law formation. Therefore, it is necessary to reconstruct a legal system that is in accordance with the noble values of a nation. Good law is a law that applies well from society as a long-lasting noble value from the ancestors of the community. This study uses a qualitative description method through the study of literacy in books and other scientific notes. The data analysis technique uses narrative analysis techniques. This research can be guaranteed in accordance with the meaning of the rule of law based on Pancasila, the paradigm of the development of the Indonesian legal state based on Pancasila, requiring the Indonesian legal state which is built on the basic values of divinity, humanity, unity, populist, and social justice.

**Keywords:** *Phylosophy; System; Law; Pancasila*

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**Abstrak.** Penelitian ini didasari oleh konsepsi filosofis Pancasila sebagai norma dasar pembentukan hukum. oleh sebab itu, diperlukan rekonstruksi sistem hukum yang sesuai nilai luhur sebuah bangsa. Hukum yang baik adalah hukum berlaku baik dari masyarakat sebagai nilai luhur yang bertahan lama dari leluhur masyarakat. Penelitian ini menggunakan metode deskripsi kualitatif melalui studi literasi buku dan catatan ilmiah lainnya. Teknik analisis data menggunakan teknik analisis naratif. Penelitian ini dapat disimpulkan sesuai dengan makna negara hukum berdasarkan Pancasila, Paradigma pembangunan negara hukum Indonesia yang berbasis Pancasila, mensyaratkan negara hukum Indonesia dibangun di atas nilai-nilai dasar ketuhanan, kemanusiaan, persatuan, kerakyatan, dan keadilan sosial.

**Kata Kunci:** *Filsafat; Sistem; Hukum; Pancasila*

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## INTRODUCTION

The conception of Philosophy of Law requires that a legal philosophical foundation of a country be very important as a reference for values and norms. The origin of these values and norms is realized through a society, a nation that always has a view of life, which is different from other nations in the world which is called local genius (society intelligence / creativity) (Suryatni, L. 2016). Thus, Pancasila must be placed as a legal foundation for the nation and state by trying to color the pattern of law in Indonesia through five foundations; the value of divinity, the value of humanity, the value of unity, the value of deliberation and consensus and the value of social justice (Fuad, F. 2016).

Pancasila as the philosophy of the state with the greatest gift given by Allah SWT and as a light-star for the Indonesian nation which is a guideline in fighting for the independence of the Indonesian state and becomes a unifying tool for the nation and state, as well as a way of life for everyday people. Pancasila was born on June 1, 1945 and was established on August 18, 1945 together with the 1945 Constitution. The sounds and words of Pancasila are based on Presidential Instruction No. 12 of 1968, namely One, the One Godhead. Two, just and civilized humanity. Three, the Indonesian Association. Fourth, Democracy led by wisdom in deliberation and representation. Five, Social justice for all Indonesian people.

To strengthen the legal system in Indonesia, of course, it must be constructed from the values contained in Pancasila as a rule that lives in the midst of Indonesian society. Pancasila contains law enforcement through the principle of the word fair contained in the second precept, just and civilized humanity. Besides that, it is also contained in the fifth principle, Social Justice for all Indonesian people. Honesty and sincerity are the crowns of law enforcement, while empathy, concern and dedication to realizing the value of justice are the spirit of law enforcement (Abra, E. H., & Wahanisa, R. 2020).

These human values contain meanings, namely basically humans as cultural beings, fair in nature such as fair in relation to oneself, fair to humans and others, to the nation and state, fair to the environment, fair to God Almighty (Floranta A, 2012). One example in terms of criminal law enforcement, the essence of implementing criminal law is that efforts to achieve social welfare must always be inspired and based on the basic values of the Pancasila philosophy as the Grundnorm/Staatsfundamentalnorm (basic norms of the state) of the Indonesian nation (Rasdi, 2020).

Pancasila is a state philosophy that was born from the collective ideology (shared ideals) of the entire Indonesian nation (Abdulgani, R 1990). Pancasila can withstand various shocks from the political turmoil that hit the country. Pancasila means tolerance,

whoever opposes Pancasila means opposing tolerance. The characteristics of law in Indonesia are the adoption of the social order of society which is reflected in the way of life of cultural values and social life in the heterogeneous and plural diversity of Indonesian society (Setiawan, Dian Alan, 2018). This rationale is then constructed in the Pancasila philosophical system. Pancasila is the soul of the entire Indonesian nation that can give life force to the Indonesian nation and guide it to pursue a much better inner and outer life.

Studying Pancasila from an ontology point of view means looking for the deepest reality (Sudarsono, 1994). Ontology is quite broad, so the discussion on ontology is only limited to discussing the essence, substance of reality and adding cosmology as an approach tool. Pancasila as a philosophical system is the reality of Pancasila which is considered an objective reality, in the sense that it is contained in Pancasila. Objective reality exists and lies from Pancasila itself, so that Pancasila is considered a philosophical system that is unique and different from other philosophical systems. Having values and character as a conception of the nation's materialist cause that comes from the identity of the Indonesian nation.

Pancasila is defined as the basic philosophy of the state as well as a philosophical view of the Indonesian nation. Thus, it is a moral imperative to be able to

consistently realize every aspect of social, national and state life as well as in the application of humanistic law based on religious, humanitarian, social values as well as the values of justice and legal certainty (Maroni, Sitepu S, and Ariani, Nenny Dwi, 2019). Thus, it can be seen that the Indonesian people in their state and social life are based on the values contained in Pancasila. The Indonesian nation is viewed from a philosophical point of view, namely before establishing the state as a nation that has a divinity and humanity. As a basic concept that humans as creatures created by God Almighty, all rights attached to them must be respected in accordance with human rights. This research focuses on the conception of legal philosophy based on the values of Pancasila: as a unified system and organic which cannot be separated from each of its precepts; not only divinity and humanity, but also lays down every precept as the main basis for legal construction in Indonesia. so that the focus of this study lies on the construction of the value of Pancasila as the main pillar in law enforcement in Indonesia.

## RESEARCH METHODS

This research method uses a qualitative description approach, which is in the form of library research derived from books and other literature as the main object (Hadi, 1995). This study attempts to analyze the problem through the literature in the form of notes and

descriptive data contained in the text under study (Mantra, 2008). By doing qualitative research, it is necessary to do descriptive analysis. The analysis technique uses narrative analysis by providing clear, objective, systematic, analytical and critical descriptions and information in constructing the Pancasila legal system in Indonesia. The qualitative approach is based on the initial steps taken by collecting the required data, then classification and description are carried out. In choosing a research methodology, apart from considering previous methodologies in similar research, it will also be greatly influenced by resource constraints, namely the time and funds owned by the researcher (Fathur, W, 2004).

## DISCUSSION

### **Perspective of the Indonesian Legal State Based on Pancasila**

The term rule of law in Indonesia is often referred to as *rechtstaats* or the rule of law. The notion of *rechtstaats* basically rests on the legal system of Continental Europe, although in the 1945 Constitution the term rule of law is defined as *rechtstaats*, but from a normative point of view it must be distinguished from the notion of the rule of law in the Continental European legal system or the concept of the rule of law in the Anglo Saxon legal system. The concept of the rule of law in Indonesia must be in accordance with the values reflected in Pancasila. A complete understanding of the concept of a rule of law

based on Pancasila can be seen from the process and the background behind the birth of the formulation of the Preamble to the 1945 Constitution as a statement of the will to establish a state in the territory of Indonesia, as well as being the philosophical basis and goals of the state. Thus, it can be concluded that the rule of law based on Pancasila in addition to having similarities, also has differences with the concept of a rule of law developed in other countries (Zoelva, H 2010).

The legal state of Indonesia is defined as the state of Pancasila law which has a different birth background in the concept of a state of law known in the west, although the state of law as a genus of *begrip* is stated through the explanation of the 1945 Constitution inspired by the concept of a state of law known in Europe and if you read and understand what Soepomo imagined when writing the explanation of the 1945 Constitution refers to the concept of *rechtstaat*. The rule of law is understood as a western concept (Satjipto Rahardjo, 2006: 48). Inspired by the concept of the rule of law in the west, namely *rechtstaat*, the 1945 Constitution wants the elements of *rechtstaat* and the rule of law to be part of the principles of the Indonesian rule of law (Erwinsyahbana, T 2012).

The rule of law is not a type and character of the state that comes by chance. The realization of the rule of law must be fought for, because even though it is stipulated by state regulations, it must be recognized that

the absolute supremacy of law, material, normative and operative aspects, organizational formalities, and imperative aspects must be recognized. All of this does not guarantee the realization of a rule of law if there is no support from the spirit of the rule of law from the government as well as citizens and the people. The soul of the state is defined as the attitude, sense of responsibility, and strength of humans as citizens and in groups, which gives direction and discipline of thought and action to realize a state of law.

The elements of the rule of law in Indonesia are considered as values taken from the whole process of the birth of the Indonesian state, the philosophical basis and legal ideals of the Indonesian state. The preamble to the 1945 Constitution contains the formulation that Pancasila can be the highest source of law in the Indonesian legal state. The preamble to the 1945 Constitution is defined as the highest abstraction value contained in the preamble which is a guiding method for the preparation of articles of the 1945 Constitution so as not to deviate from the values that are the basis of the philosophy and ideals of the state.

The composition of Pancasila is hierarchical and has a pyramidal shape, when viewed at the core of its content, the sequences of the 5 precepts show a series of levels in and breadth of content. Each precept that is behind the other precepts is considered a specialization of the precepts in front of it, if each order of precepts is considered to have

such meaning, then among the 5 precepts in question there is a mutually binding relationship with one another, so that Pancasila is a unity. round one. In a hierarchical and pyramidal arrangement, God Almighty is the basis of humanity (humanity), Indonesian unity (nationality), democracy and social justice. On the other hand, there is one God who is human, united (national), populist and has social justice, and so on. As the basis of morality and the direction of the nation-state, Pancasila has a strong ontological, epistemological, and axiological basis. Each precept has a justification for historicity, rationality, and actuality, if studied, believed and practiced consistently, it is used as a support for the great achievement of national civilization (Latif, Y 2011).

The Indonesian state of law has the characteristics of Indonesia, because it has a state view of life, namely Pancasila. With the adoption of Pancasila as the main basis and source of law, the Indonesian State of Law can be referred to as the State of Pancasila Law. Although the explanation of the 1945 Constitution uses the term *rechtstaats*, the Indonesian state does not embrace the concept of *rechtstaats* nor does it constitute the concept of the rule of law, but is considered the concept of a Pancasila State Law which has the following characteristics: there is a close relationship between religion and the state; rests on God Almighty; freedom of religion in a positive sense; atheism is not allowed and



communism is prohibited; the principle of kinship and harmony.

Based on the principle that Pancasila is the source of all sources of state law, every rule of positive law that applies in Indonesia must reflect the noble and pure values contained in each of the Pancasila Precepts and of course be guided by the Divine Precepts (Darmodiharjo, D 2008). Thus, it can be said that if the philosophy of law makes an assessment of the law (whether the existing law has fulfilled the sense of justice, legal certainty, and expediency), for the Indonesian people, what is used as a measure, an assessment tool, or the touchstone is Pancasila as a source of all sources of law, which are identical to the main ideas in the Preamble to the 1945 Constitution.

The position of Pancasila in the Indonesian constitutional system is the basic norm for the formation of law. Pancasila is seen as a legal ideal is a guiding star. This position requires the formation of positive law, namely to obtain ideas in Pancasila, and can be used in testing positive law (Jimly, Asshiddiqie 2006). By making Pancasila as a fundamental norm, the formation of law, its application and implementation cannot be separated from the values of Pancasila.

The position of Pancasila in the Indonesian constitutional system which is the state's fundamental norm or the highest, of course, can be used as a benchmark / benchmark for the validity of a statutory regulation. This reflection of the noble values

of Pancasila in every legal instrument in force in Indonesia is the distinguishing element between the concept of a state of law Pancasila and the concept of a state of law (rechtstaats or the rule of law) which is generally known in other countries. Therefore, positive law must be harmonized with the values contained in the Pancasila precepts. Every rule of law in Indonesia certainly reflects the noble and pure values contained in each of the precepts of Pancasila.

Pancasila can be interpreted as a system of all things, where conceptually all the precepts contained in Pancasila are closely intertwined and cannot be separated as a unified whole. The First Precept is the soul of all the precepts which is the core of all the precepts. The First Precept reflects the deepest spiritual values, so substantially it is not easy to change (Otje, R Salman S, 2005). If seen in a round manner, namely by paying attention to the basic thoughts in the First, Third and Fifth Precepts, then balance is the main substance contained in it. Harmony in all of its precepts, namely harmony with the interests of society, individuals and the interests of the rulers who are guided by the Divine Precepts. Based on this theory, it can be said that justice in the perspective of Pancasila is justice in which there is a balance of individual interests, the interests of society and the state. Thus, national law must pay attention to the justice of all parties, including justice that balances and

harmonizes individual interests between general interests (public and state interests).

### **Paradigm of the Development of the State of Law in Indonesia**

The Indonesian legal system cannot be separated from past experience of the transplantation of Dutch colonial law in making its economic exploitation more effective. It can be said that the strategy of reforming Indonesian law in the early post-colonial era took an evolutionary pattern, namely gradual renewal, not necessarily breaking the legal products of the Dutch colonial era. This evolutionary legal reform effort also does not touch the positivistic and liberalistic basis of the colonial legacy of legal paradigms.

In fact, the spirit to design a legal state with an Indonesian personality since the beginning of independence has been proclaimed. President Soekarno once called for the need to create revolutionary laws to replace all remaining colonial laws which until now according to their formal rules still have to be seen as applicable law (Juwana, H 2009: 4). It is unfortunate that the leadership of President Soekarno, which was later simplified into the old order government, until the end of his fall, was powerless to create a "legal revolution".

This government marked by politics as commander (political supremacy) had to face various challenges, ranging from a liberal

political life, ideological conflicts, to undermining the recolonization of the Dutch colonialists. Likewise, during the era of Suharto's new order leadership, the leadership with the development jargon of yes, no politics, by placing the economy as the commander (economic supremacy) only used the law as an instrument of power. The law appears with its repressive character, as a guardian and guardian of power. Law enforcement agencies (police, prosecutors, judiciary) are used to serve the appetite for power.

Likewise, the legal development agenda is running slowly and only to stimulate the need for power. The subordination of the law under the control of the interests of the new order government which made this government corrupt and authoritarian, so that Suharto's new order government followed in the footsteps of its predecessor, ending in the middle of the reign due to the 1998 reform movement by students and the people.

The conditions of law and its enforcement that existed in the reform era were also in a triangular condition, the old style of development that had its roots in the legal development style that was still used to legitimize the power or interests of groups, and which had been transmitted to the development approach in the political field, social and economic up to now. It is this context which presupposes that discussing the paradigmatic conception of the Indonesian

legal state which is to be built and developed cannot be separated from Pancasila as the ideology or way of life of the nation and state which is legally and constitutionally accepted and stipulated on August 18, 1945 as the philosophy and ideology of the state as contained in fourth paragraph of the Preamble to the 1945 Constitution. The following paradigmatic framework is described in the section below.

#### **A state of law that believes in the one and only God.**

The paradigm of the development of the Indonesian legal state based on Pancasila starts from the critical awareness that divine existence is the highest existence in the reality of existence. God is the source of all sources that make humans and all of nature, the existence of this God requires divine values or religious values.

The precepts of the One Supreme Godhead presuppose a holistic-relational relationship between humans, nature, and their God. The human anthropological crisis in the form of human alienation from each other and the ecological crisis in the form of an extreme decline in environmental functions experienced by modern humans today can be read as a phenomenon of the disconnection of humans from that religion. Critical awareness about the existence and divine values within the framework of the Pancasila legal state development paradigm presupposes that the

management of the rule of law must be accompanied by a moral commitment and noble character as implied by the first principle of Pancasila (Luthan, Salman 2012).

Belief in the Pancasila framework is like the concept of "civil religion" which can involve universal moral values of religions, but can clearly be distinguished from religion. These religious values are the main principles in law enforcement in Indonesia. This principle of God in One God also emphasizes that the socio-historical existence of religion in the formation of the Indonesian nation-state plays an important role. Religion is present as a revolutionary spirit against the colonialism regime. This is different from the experience experienced by European countries, where socio-historically the development of European countries shows a conflictual relationship between religion and the process of forming a nation state there..

#### **A Just and Civilized Humane Rule of Law**

The Pancasila-based Indonesian legal state development paradigm implies that the state of law was built to provide protection and respect for the existence of human dignity as human beings. In this paradigm, human arbitrariness is not justified against other human beings, either in the form of arbitrariness of the power apparatus against the people or the arbitrariness of the majority group against the minority.

According to the mindset of this value paradigm, the development of a legal system on the issue of solving problems with instruments of violence or taking the law into your own hands is not justified. The dynamics of problems in the social space of a society with a Pancasila state law must be resolved through humane and civilized problem solving means, namely through dialogue and fair law enforcement. Realizing a high sense of civility in a nation is the noble ideal of a country. At this level, the paradigm of the development of the Pancasila legal state puts its main attention. The function of the law that is expected today is to make efforts to move people to behave in accordance with new ways to achieve an aspired goal.

Justice is the key word in building the social order of the nation and state. Justice occurs in all parts of the world, Indonesia is no exception. The occurrence of social turmoil in Indonesia is thought to be caused by the lack of justice expected by the Indonesian people as a whole (Inge Dwisvimiar, 2011). Thus, justice actually contains universal moral values which are basic human rights and needs throughout the world.

The conception of the development paradigm of the rule of law assumes that the purpose of law enforcement is not merely to fulfill the ideal of legal certainty (*rechtzakerheid*) but also to pursue the ideal of justice. In other words, law enforcement in the Pancasila state development paradigm is not

solely for the sake of realizing formal or procedural justice but also material or substantial justice. The principle of just and civilized humanity contained in the Pancasila-based legal state development paradigm is an affirmation that in the conception of this legal state development paradigm it recognizes and respects the existence of universal humanism as was once uttered in the struggle of the French Revolution (1789) regarding the existence of free human beings (liberty), equal (equality), and brothers (fraternity), so that this principle also becomes the basic spirit for the attitude to totally reject the existence of colonialism, neocolonialism, feudalism, and neo-feudalism which are the cause of human slavery over humans.

More than that, the principle of universal humanism embodied in the paradigm of the development of a constitutional state based on Pancasila puts the humanitarian principles in the framework of not only worshipping human rights but also emphasizing their balance with human obligations, the balance between freedom (emancipation), and the distribution of obligations and responsibilities (Maroni, 2012: 91).

### **The rule of law based on the principle of national unity**

The Pancasila-based legal state development paradigm departs from the contextual awareness that the sociological and geographical composition of Indonesian

society is built from a diverse geocultural background where each culture, both religious and ethnic, has a historical investment that cannot be ignored in the long process of becoming a common community called the Indonesian state.

This bond of unity does not occur immediately, but through a long historical and social process. The seeds of national consciousness emerged since 1908 and experienced an amazing crystallization on October 28, 1928 which was marked by the existence of the youth oath, a pledge by the youth of the archipelago to fuse their primordial ego into the national ego, namely being Indonesian, having an Indonesian homeland, and speaking Indonesian. That is, October 28, 1928 was an era of enlightenment (renaissance) for the Indonesian nation to move from a relationship between human inhabitants of the archipelago which is ethnically a nation full of communalism values to a relationship between humans in which the civic nation has a strong bond of unity.

Thus, the development of national law must not be contradictory and counterproductive to the value of national unity (integrity) both territorially and ideologically. In the Pancasila-based legal state development paradigm, there should be no discriminatory legal products that are only devoted to the sociological and/or territorial interests of certain communities and ignore the interests of other communities.

### **A State of Law Based on Popular Principles Led by Wisdom of Wisdom in Deliberation/Representation**

The Pancasila-based legal state development paradigm presupposes the growth and development of a democratic legal state (democratische rechtstaat), which juxtaposes the principles of the rule of law (nomocracy) with the principles of popular sovereignty (democracy) itself in a harmonious and complementary manner. Because a state of law without a democratic government will turn into a fascist and repressive state, on the contrary a democratic government without a law will be trapped in the state's journey into anarchy ([Muntoha, 2009](#)). In this rule of law development paradigm, democratic values and institutions must be cared for and developed as vital elements in maintaining and developing the rule of law in Indonesia.

Democratic values are placed in the frame of mutual cooperation or deliberation, a value perspective that promotes equal communication and dialogue between citizens, so that legal products in the nuances of the Indonesian rule of law are deliberative consensus among the nation's stakeholders. At this level, the relationship of interests between various vital sectors in the state can be built in a good governance manner, both the market sector (private), government, and civil society can develop dynamically and emancipatory, not on the contrary loaded with hegemony and

the dominance of crippled interests from one sector. over other sectors.

Democracy is a common space for various elements of the nation in expressing and realizing all national political ideals which lead to the creation of common prosperity. A democratic rule of law in the Pancasila-based legal state development paradigm is not a democracy that matters "most votes" or *volunte generale* democracy which Rousseau assumes, where this assumption holds the potential for the dangers of communalism and majority totalitarianism (Gerung, R 2010). Wisdom of wisdom in the conception of the paradigm of the rule of law is the soul of democracy, so that democracy as a way of managing government power can control the sovereignty of the people so that it is not distorted into majoritarianism..

### **A State of Law with Social Justice for All Indonesian People**

The Pancasila-based legal state development paradigm implies that the Indonesian legal state has a vision of a welfare state that does not merely pursue justice and the happiness of its citizens in a liberal and individualistic manner. In this way of thinking, the law is not merely present as a power to reconcile conflicts and maintain public order as is typically assumed in a classical (formal) legal state or is also termed a night watch state, where the state is only dedicated to

establishing the interests of the haves or the ruling. class.

This paradigm of the rule of law requires a high sense of caring from the state (government) to overcome the reality of the economic structure and social life of society which is unfair, unequal, and impoverished. The state through law must be present as a transforming force for society (a tool of social engineering) from unfair (exploitative) economic-social relations towards new social-economic relations that are just (prosperous). Even in this development paradigm, the state through legal means is awaited for its role as a force that empowers the people.

Based on this line of thinking, the state does not merely act as a neutral referee. On the other hand, the state is required to have a high level of responsibility in listening to and listening to the complaints of the poor and the losers in the dynamics of social and market competition both locally, nationally and globally, and in turn, becomes a force for restitution as a protector and empowerment of the poor and the losers. . Therefore, the Pancasila-based state law development paradigm is a paradigmatic vehicle for building and developing a responsive legal system. Covers the substance of responsive legal rules, responsive law enforcement agencies and actors, as well as responsive legal culture and perspective in order to be able to create values of justice in every political and legal decision.

## CONCLUSION

In accordance with the meaning of a legal state based on Pancasila, the Indonesian nation has the nature of togetherness, kinship, and religious nature and it is in this sense that the Indonesian nation is basically said to be a nation that believes in the One Godhead. The word Belief in One God is contained in the Preamble to the 1945 Constitution, giving a distinctive character to the Indonesian state, namely not as a secular state that separates religion from the state, nor as a religious state, namely the state based on a particular religion. The formulation of the One Godhead which shows that the Indonesian state is neither a secular state nor a religious state. The Pancasila-based Indonesian legal state development paradigm requires that the Indonesian state of law be built on the basic values of divinity, humanity, unity, democracy, and social justice. Therefore, the paradigm of the development of the rule of law in Indonesia contains a value substance that is built to complement and qualify each other in accordance with these values.

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## Strengthening Digital Literacy for Citizenship Education Students Through Articulate Storyline-Based Interactive Media

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**Abstract.** Media literacy in the era of the digital revolution has become an important issue in various fields. One of them is through learning designs by teachers to hone the abilities of teachers and students wisely in using technology-based media that already exist today. This study aims to find out how to strengthen student media literacy through testing of multimedia products based on articulate storylines in the PPKn FKIP Unsri study program. This research is a type of research and development (Research and Development) which refers to the R & D Cycle Borg and Gall which has been modified into three stages, namely preliminary studies, product development and product trials. This research is the result of which was carried out at the product development stage, namely the product trial stage (product validation, trial and potential impact). Data collection techniques through questionnaires/questionnaires and tests. The respondents were students and media expert validators. The results of the media expert validation test can be concluded that the multimedia articulate storyline is already valid with a feasibility test with an average value of 92.1%. While the results of the one to one trial, it was found that the articulate storyline-based interactive media was good with a questionnaire percentage of 88.5%, the small group found that the articulate storyline-based interactive media was good with 85% questionnaire percentage and the field test concluded that it was obtained percentage of 88.3%. This shows that at the stage of developing this interactive media product, it has met the criteria for a good product. Furthermore, a test was conducted to see the potential impact of the data obtained from the pretest and posttest values above, so that N gain was 0.54 which means that the potential impact of developing this articulate storyline-based multimedia is moderate.

**Keywords:** *Media Literacy; Interactive Media; Articulate Storyline*

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**Abstrak.** Literasi media di era revolusi digital menjadi isu penting oleh berbagai bidang. Salah satunya melalui desain pembelajaran oleh pengajar untuk mengasah kemampuan pengajar dan mahasiswa secara bijak dalam menggunakan media berbasis teknologi yang telah ada saat ini. Penelitian ini bertujuan untuk mengetahui bagaimana penguatan literasi media mahasiswa melalui uji coba produk multimedia berbasis articulate storyline di prodi PPKn FKIP Unsri. Penelitian ini merupakan jenis penelitian dan pengembangan (*Research and Development*) yang mengacu pada R & D Cycle Borg and Gall yang telah di modifikasi menjadi tiga tahap yaitu studi pendahuluan, pengembangan produk dan uji coba produk. Penelitian ini ialah hasil yang dilaksanakan pada tahap pengembangan produk yaitu tahap uji coba produk (validasi produk, uji coba dan dampak potensial). Teknik pengumpulan data melalui angket/kuesioner dan tes. Yang menjadi responden ialah mahasiswa dan validator ahli media. Hasil uji validasi ahli media dapat disimpulkan bahwa multimedia *articulate storyline* ini sudah valid dengan adanya uji kelayakan dengan nilai rata-rata 92,1%. Sedangkan hasil uji coba *one to one* didapatkan bahwa media interaktif berbasis *articulate storyline* tersebut sudah baik dengan persentase angket 88,5%, *small group* didapatkan bahwa media interaktif berbasis *articulate storyline* tersebut sudah baik dengan persentase angket 85% dan *field test* diperoleh simpulan bahwa maka diperoleh persentase sebesar 88,3%. Hal ini menunjukkan bahwa pada tahap pengembangan produk media interaktif ini telah memenuhi kriteria produk baik. Selanjutnya dilakukan tes untuk melihat dampak potensial diperoleh data nilai *pretest* dan *posttest* di atas maka didapatkan N gain 0,54 yang bermakna dampak potensial pengembangan multimedia berbasis *articulate storyline* ini sedang.

**Kata Kunci:** *Literasi media; Media Interaktif; articulate storyline*

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## INTRODUCTION

Indonesia is a country with the 4th largest population in the world, this also has an impact on the digital revolution that is currently being faced. The results of a 2016 survey conducted by APJII (Association of Indonesian Internet Service Providers) showed that 51.8%, namely 132.7 million people from the total population of Indonesia as many as 256, 2 million people were internet users. As many as 65% of internet users in Indonesia are residents on the island of Java with a total of 86.3 million people (APJII, 2018). Of course, the widespread use of the internet shows that there is a harmony of information that in the era of the digital revolution can be obtained quickly, anywhere and anytime. Internet as a tool to help someone find information at a low cost when compared to conventional methods.

This is because teaching materials and interactive activities have been digitized by technological advances. According to (Afandi, Junanto, & Afriani, 2016) illustrating this change as "the world is flat" which refers to a situation where the world is not limited to national boundaries and time zones due to technological developments. The development of information technology has created a "new space" that is artificial and virtual, called cyberspace (Piliang, 2012). In line with the above opinion, modern human civilization cannot be separated from communication technology and mass media. The society in the future is also called the information society,

where information becomes the main commodity and human interaction in society is based on information and communication technology. Therefore, in the digital era, the term media literacy is starting to appear.

Media literacy is the ability to think critically while at the same time fostering healthy skepticism of the message media and the window to the world built by the media. With media literacy, the public is invited to guard the areas that the media may and may not enter in order to control the media so that the media stays on track to carry out their roles and functions in society. According to (Widyastuti, 2016) efforts to digitally-based society literacy are not just introducing digital media but also synergizing daily activities that lead to increased productivity.

If we relate it to the world of education, of course, media literacy is a new thing that must be developed so that its mastery is integrated into the learning process. Especially in higher education, it has consequences in the form of learning design by utilizing digital media as a means to increase student's knowledge. Digital media can present learning materials contextually, audio and visually in an interesting and interactive way (Umam & Zaini, 2013).

(Lutviah 2018) with the title "The Influence of Implementation Digital Literacy on the Improvement of Student Learning at SMP Negeri 6 Banda Aceh" reveals the result that R is 0.669, which indicates that the

relationship between the application of digital literacy (variable X) and learning improvement (variable Y) is quite strong. The results of the F test prove that  $F_{count} 69.688 > F_{table} 4.39$ , then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Therefore, it can be stated that the application of digital literacy has an influence on learning improvement.

In line with the opinion above that students can obtain a variety of information in a broader and deeper scope so that improve student insight and help students complete their assignments in finding information from digital content that is precise, accurate, and timely relatively short. The application of digital literacy involves students' skills to evoke new media, and experiences from the internet. one of them is articulate storyline-based media (Lankshear, 2008).

This learning design referred to in this study is multimedia based on articulate storylines. Articulate Storyline as a software authoring tool has several similarities with Microsoft Powerpoint. it has several advantages in producing very interesting learning media it has a menu feature to be able to add quizzes. So that when students operate the media they are able to interact directly and simulate a learning material, as well as products. This Articulate Storyline can be published in various forms of output. Articulate Storyline has other advantages, namely creating attractive presentations and

more thorough, varied and creative interactions using existing tools such as movies, timelines, pictures, characters so that students can interact more with the media.

The importance of learning design that involves digital literacy is also supported by the results of the needs analysis, which is also supported by the results of the needs analysis of 73 students who took the State Administration Law course in the Civics Study Program. The results show that 100% of students have smartphones, 85% of students have difficulty understanding state administrative law material with abstract concepts, 75% of students state that there is a lack of teaching materials for state administration law, 50% of students use discussion methods the most, 90% of students state that media is the most frequent. Used by lecturers is a power point. To increase students' learning motivation, 95% of students stated that it is necessary to use interactive media to increase learning motivation. 90% of students stated that the interactive media to be developed should be complete audio-visual. 85% of students stated that the articulate storyline application was able to make it easier for students to understand the material because it had audio-visual features, materials and quizzes. 95% of students stated that the articulate storyline application was one of the newest media that was appropriate for the times, and 92% of students had high

motivation if the media used had various features in the articulate storyline application.

## RESEARCH METHODS

This research is a type of research and development (Research and Development) which refers to the R & D Cycle (Gall, 1983) which has been modified into three stages, namely preliminary studies, product development and product trials. This research is the result of which was carried out at the product development stage, namely validation tests, product trials and potential impacts. Data collection techniques through questionnaires/questionnaires and tests. The respondents were students and media experts. At this stage, an interactive product trial based on an articulate storyline will be seen (media validation test, product trial and potential impact). The data analysis technique used in this research is descriptive quantitative data analysis.

Questionnaires and tests related to product validity were also analyzed using descriptive analysis. The results of the questionnaire and test data were then converted into percentages to determine student and validator responses to interactive media based on articulate storylines based on percentage data assessment criteria (Arikunto, 2006). Furthermore, the product trial data is interpreted in the form of qualitative sentences based on the average data obtained and the respective data criteria. Determination of the conclusions that have been reached are based

on the percentage assessment criteria as shown in the following table.

**Tabel 1. Percentage data assessment criteria for product validation**

No	Score (%)	Conclusion and Follow Up
1	80-100	Valid Not Revised
2	65-80	Enough Valid/ Revised
3	<65	Invalid/Revised

Source: (Sukmadinata, 2007)

Quantitative analysis was also carried out to analyze the results of questionnaires and tests using gain value analysis to see the potential impact on students' understanding levels during product trials. To obtain N-gain the formula is used:

$$N \text{ gain} = \frac{S \text{ posttest} - S \text{ pretest}}{S \text{ maximum} - S \text{ pretest}}$$

Table 2. Criteria for N-Gain . Value

NO	Score (%)	Conclusion
1	N gain $\geq$ 0,7	High
2	N gain 0,7 > N gain $\geq$ 0,3	currently
3	N gain < 0,3	Low

(Sugiyono, 2012)

## DISCUSSION

### Development of Articulate Storyline-Based Multimedia Products

#### Product Design

At this stage, what is done is to create an interactive media outline based on an articulate storyline starting from identity, teaching materials, quizzes and even some evaluation tools. This interactive media display is facilitated by accompanied by complete teaching materials and provided case examples

that are closely related to factual cases. This case is presented through easily accessible links. To increase learning motivation, an interactive evaluation tool is prepared that can be accessed by students. The initial design of interactive media based on articulate storylines is described below:



Figure 1. The front page of interactive media based on articulate storyline

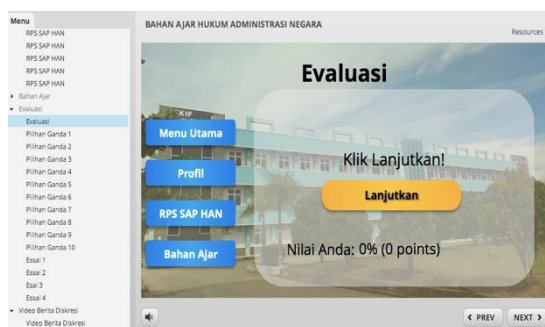


Figure 2. Menu page on interactive media based on articulate storyline

## Product Validation

Before producing interactive media based on articulate storylines, a validation process will be carried out by experts (lecturers appointed by researchers), because the existing interactive media based on articulate storylines are still prototypes. If an error is found in the process, a revision will be made until a valid result is obtained. The product validity test was carried out by experts, namely media experts,

namely P.S. At this stage, improvements will also be made according to the validator's suggestions. For this articulate storyline-based media production, we will use Google Drive so that it is easy to access and store data.

Based on the validation of the first media expert results from the material expert, interactive media based on articulate storylines is categorized as valid with a validation value of 87.5%. Even though it has been declared valid, there are several comments from the validator for the improvement of interactive media based on articulate storylines before being tested. The validator asked 1) to add a video to increase student creativity in understanding the material, 2) the validator asked to make an articulate storyline display as a more interesting application, and 3) the validator asked to add the research team profile on the front page. Based on the validation of the second media expert results from the material expert, interactive media based on articulate storylines is categorized as valid with a validation value of 96.8%. For younger people, it can be seen in the diagram below:

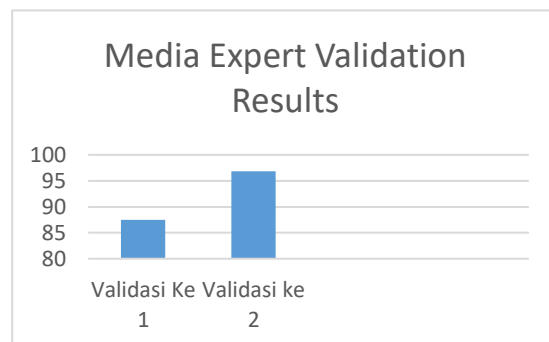


Diagram 1. Recapitulation of media expert validation results

## **Product Trial**

This articulate storyline-based interactive media has been declared valid in the development process and will be tested in the classroom. The implementation of the trial was carried out in stages, namely, small group and field evaluation. However, in this progress report, the trials carried out are only in the small group stage. For more details about the stages of the trials that have been carried out will be explained as follows:

### **One to one**

This trial was conducted by assigning 5 students with different ability criteria (high, medium and low categories). Researchers provide learning using interactive media based on articulate storylines. At the end of the lesson, the 5 students were given a questionnaire that they had to fill out, with the following results.

Based on the questionnaire data collected in this one to one stage, it was found that the interactive media based on the articulate storyline was good with a questionnaire percentage of 88.5% and there were also some inputs written by students. The suggestions that have been submitted by the validators and students have been carried out by researchers before conducting field trials.

### **Small group trial**

This trial was conducted by assigning 10 students with different ability criteria (high, medium and low categories). Researchers

provide learning using interactive media based on articulate storylines. At the end of the lesson, the 10 students were given a questionnaire which they had to fill out, with the following results. Based on the questionnaire data collected in this one to one stage, it was found that the articulate storyline-based interactive media was good with the percentage of the questionnaire being 85% and there were also some inputs written by students. The suggestions that have been submitted by the validators and students have been carried out by researchers before conducting field trials.

### **Field evaluation**

Furthermore, the researchers conducted the last stage of testing, namely field evaluation. At this stage, the researcher conducted a trial by conveying material from the questions in the articulate storyline-based multimedia then asking students to fill out questionnaires, work on pre and posttest questions, and make observations on student responses and attitudes during the trial process. Based on the results of the questionnaire calculation above, the percentage of 88.3% is obtained. This shows that this articulate storyline-based multimedia are practical to use in the learning process. Furthermore, students also work on questions related to the material at the beginning and end of learning. The results of the comparison of pre and post test scores can be seen in the table below:

Table 3. Recapitulation of Pre and Post Test Values

Name	Pretest	Posttest
ER	40	90
M	20	80
LJ	40	90
WD	40	85
IKDB	50	80
WA	40	100
BS	20	80
SM	50	90
NR	30	100
DF	20	90
ANF	40	80
SMJ	30	90
AP	20	100
FP	55	80
HJ	10	80
BA	20	90
MI	0	80
IMA	30	80
FM	10	60
RM	20	80
ST	30	90
ED	60	100
GD	20	80
NA	30	80
BT	30	70
EL	40	80
AA	40	90

Source: Primary Data Processed in 2021

Based on the data on the pretest and posttest scores above, a comparison of the average pretest score of 31 and the average posttest score of 85 is obtained. This indicates that there is a difference in score of 54.1 and the value of student learning outcomes has increased. To obtain N-gain the formula is used:

$$N \text{ gain} = S \text{ posttest} - S \text{ pretest}$$

$$S \text{ maximum} - S \text{ pretest}$$

So it is concluded that the results of N gain are 0.54 which means that the potential impact of this articulate storyline-based multimedia development is moderate.

Based on the results of the media expert validation test, it can be concluded that this multimedia articulate storyline is valid or in accordance with the feasibility test with an average of 92.1%. Good media must be media that is able to invite users to access, train critical thinking to be able to use the media in everyday life. This is in line with (Yosal Iriantara, 2009) opinion that the purpose of media literacy is to develop critical thinking, develop critical awareness of the media, develop critical autonomy, encode, evaluate, choose meaning, examine authorship and reasoning. Therefore, the goal of media literacy is to have the ability to access, analyze, and evaluate media content so as to generate critical thinking.

In line with the opinion above, the Government Regulation of the Republic of Indonesia (PP RI) Number 74 of 2008 concerning Teachers, includes learning technology as one of the pedagogical sub competencies. The media literacy movement into the world of education is important because our students are from generation Millennials are in the century technology and information. Even though the movement literacy at the elementary and junior high school levels is still focused on reading sources in the form of print media such as books, magazines, newspapers, and next (Ainiyah, Nur, 2017; Susanto, H, 2013).

In addition to the development of media in learning. Provision of internet ethics

for students are part of responsibility to protect them from the negative impact of the media. Hobbs alludes to the importance of media literacy as an important capacity that must be owned by educators and parents. Providing media literacy to participants integrated education between at home and schools and parents through efforts education and assistance. Efforts that carried out, among others, by equip them with internet etiquette in a healthy manner (Hobbs, 1998; Hobbs, 1996). Thus, teachers are expected to be able to utilize learning technology in every learning process carried out, so that the learning process is more effective and efficient in achieving learning objectives.

## CONCLUSION

Media literacy in the era of the digital revolution is currently an important issue discussed by various lines. One of them is through learning design by teachers from an early age to hone the abilities of teachers and students wisely in using the media that already exist today. This learning design is an articulate storyline-based multimedia. By utilizing digital media, students will be more active in the learning process. Based on the results of the media expert validation test, it can be concluded that this multimedia articulate storyline is valid or in accordance with the feasibility test with an average value of 92.1%. The one-to-one product trial obtained 88.5% results, the small group

obtained 85% results, and field evaluation 88.3%. Meanwhile, the N gain result is 0.54 which means that the potential impact of this articulate storyline-based multimedia development is moderate.

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## Strengthening Character Through Character Habitus in Students of the Sociology Education Study Program and Pancasila and Citizenship Education

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**Abstract.** The problem of this research is that students experience demoralization of character so that they need character strengthening in the lecture process at college. The purpose of the research is to shape the character of students through character habitus in the lecture process. This study uses the mix-method concurrent embedded method with 10 research informants and 55 research respondents. The research data was collected using questionnaires, interviews, documentation and observations, then the data were analyzed using qualitative and quantitative data analysis. The results showed that character strengthening through character habitus in three levels, namely habitus dissemination by lecturers, acceptance of habitus by students and collective habitus by lecturers and students through the lecture process. Habitus character provides reinforcement for the character of discipline, responsibility, religious, honest, hard work, independent, curiosity, respect for achievement and a love of reading for students of the Sociology Education study program and students of the Pancasila and Citizenship Education Study Program, University of Muhammadiyah Makassar.

**Keywords:** *Character Strengthening; Character Habitus; Students*

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**Abstrak.** Masalah penelitian ini adalah mahasiswa mengalami demoralisasi karakter sehingga membutuhkan penguatan karakter dalam proses perkuliahan di perguruan tinggi. Tujuan penelitian adalah untuk membentuk karakter mahasiswa melalui habitus karakter dalam proses perkuliahan. Penelitian ini menggunakan metode *mix-method concurrent embedded* dengan informan penelitian 10 orang dan responden penelitian 55 orang. Pengumpulan data penelitian menggunakan angket, wawancara, dokumentasi dan observasi, kemudian data dianalisis menggunakan analisis data kualitatif dan kuantitatif. Hasil penelitian menunjukkan penguatan karakter melalui habitus karakter dalam tiga tingkatan yaitu desiminasi habitus yang dilakukan dosen, penerimaan habitus oleh mahasiswa dan habitus kolektif oleh dosen dan mahasiswa melalui proses perkuliahan. Habitus karakter memberikan penguatan pada karakter disiplin, tanggung jawab, religious, jujur, kerja keras, mandiri, rasa ingin tahu, menghargai prestasi dan gemar membaca pada mahasiswa program studi Pendidikan Sosiologi dan mahasiswa Program Studi Pendidikan Pancasila dan Kewarganegaraan Universitas Muhammadiyah Makassar.

**Kata Kunci:** *Penguatan Karakter; Habitus Karakter; Mahasiswa*

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## INTRODUCTION

Strengthening character in higher education is a very important thing to do (Suardi, Nursalam, et al., 2020) (Nur et al., 2021) by the entire academic community, as is the case at Muhammadiyah University of Makassar (Nur et al., 2021) (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020) through the implementation of Education at the Study Program level and more specifically in the lecture process carried out by lecturers and students.

Strengthening character in the lecture process can be done through a process of habituation or character habitus (Kanji et al., 2020a) (Nur et al., 2021) (Suardi et al., 2021) (Kanji et al., 2019c), because students are already have characters obtained from the family environment, the school environment is good at the elementary school level (Nursalam et al., 2020) (Kanji et al., 2020a) (Kanji et al., 2019b) (Kanji et al., 2019a) (Kanji et al., al., 2019c), junior high school (Suardi et al., 2018), high school (Suardi et al., 2019) (Suardi, Agustang, et al., 2020) or college (Nur et al., 2021) (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020) and the community environment. So what needs to be done by a lecturer is to provide character strengthening (Nur et al., 2021) (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020).

Strengthening character for students is very important because there are many cases that show the demoralization of student

character (Suardi et al., 2021) especially in the current era of the industrial revolution 4.0, such as research (Ardimen, 2017) which found that many students cheated, students violated the code of ethics, students smoking on campus, students don't dress neatly, students fake signatures and students get pregnant out of wedlock. The same thing was found in research (Sujadi et al., 2017) which found students cheating during the exam process, plagiarizing, not being open, being dishonest.

Strengthening character through habituation or character habitus has been investigated by other researchers such as research (Suardi et al., 2021) on character habituation or habitus in universities on aspects of religious character, research (Kanji et al., 2019c) on habituation or character habitus in universities. primary school on 18 national character values, research (Nur et al., 2021) on character habituation in universities to overcome violations of character values, research (Kanji et al., 2020a) on character habituation or habitus in elementary schools on character social care, research (Akhir, 2018) on character habituation or habitus to improve students' writing skills

The difference in the research that will be carried out by researchers is the use of character habitus in aspects of discipline, responsibility, religious character, independence, curiosity, appreciation for achievement and a love of reading, so that this research has novelty or research novelty.

## RESEARCH METHODS

The research uses the mix-method concurrent embedded method, a combination of qualitative and quantitative methods so that researchers can obtain more comprehensive research results (Creswell, 2013), so that the research results are more valid (Sugiyono, 2011). The research instrument used the researcher himself, interview, observation, documentation and questionnaire instruments. The research informants used purposive sampling as many as 10 people while the research respondents used a total sampling of 55 respondents from two classes. The researcher conducted an analysis starting from the data reduction stage, the data display stage and data verification (Sugiyono, 2011) and carried out a questionnaire accuracy test and a questionnaire truth test.

## DISCUSSION

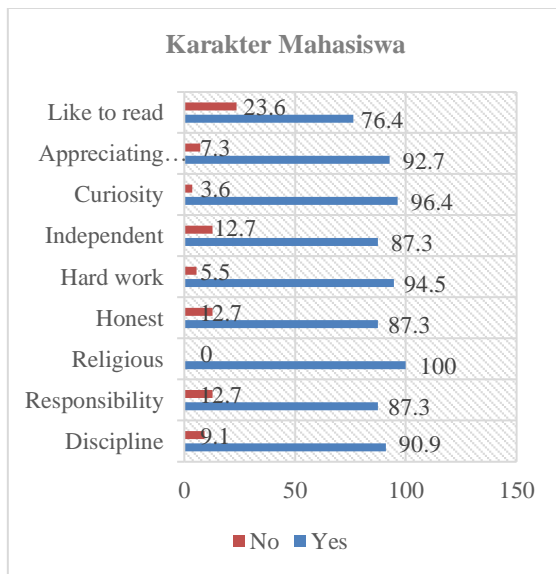
Strengthening student character is carried out through character habitus, which is a moral experience that is carried out repeatedly that forms characteristic behavior (Lickona, 1996), (Nursalam et al., 2020) through trained habits (Lickona, 1997). Character habit is the integration of knowledge, feelings, words and use of symbols, and moral actions (Suardi, Nursalam, et al., 2020).

Character habitus consists of three levels of habitus, namely:

1. Dissemination of habitus. At this stage the lecturers through attitudes and actions spread moral knowledge, moral feelings, words and the use of moral symbols (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) to related students. with a disciplined, responsible, religious character, honest, hard working, independent, curious, appreciative of achievement and likes to read in the lecture process starting from lecture contracts, lecture processes, assignments and evaluation of lecture results.
2. Acceptance of habitus. At this stage, students through their attitudes and actions receive moral knowledge, moral feelings, words and the use of moral symbols obtained from the interaction (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) with lecturers related to the character of discipline, responsibility, religious, honest, hard work, independent, curiosity, appreciating achievement and fond of reading in the lecture process.
3. Collective habitus. At this stage students and lecturers have attitudes and actions that are carried out in accordance with the habits of the academic community based on moral knowledge, moral feelings, words and the use of moral symbols they have (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, 2012). (Nursalam, et al., 2020) related to the character of discipline,

responsibility, religion, honesty, hard work, independence, curiosity, respect for achievement and a love of reading.

Character discipline, responsibility, religious, honest, hardworking, independent, curious, appreciative of achievement and likes to read Sociology Education and Pancasila and Civic Education (PPKn) students based on the results of a questionnaire of 55 students, namely:



Based on the diagram, the highest level is the high religious character and the lowest reading habit. Religious character is supported by the process of lecture activities at the University of Muhammadiyah Makassar based on Al-Islam Kemuhammadiyah Education (Suardi et al., 2021), formal education at Muhammadiyah must implement religious character education in the learning process or lectures (Suardi et al., 2018) while the character likes Low reading is caused because students do not provide time to read various readings related to lecture material (Nursalam

et al., 2020), students prefer to read outside of lecture material such as reading texts on social media.

Student discipline character is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) collecting assignments in the Google Classroom appropriately time to do assignments, (2) on time to collect assignments according to the time given by the lecturer, (3) on time in participating in the lecture process, (4) motivation for discipline by lecturers, (5) self-awareness of students for discipline, (6) attend each lecture, (7) a lecture contract that includes the time for the implementation of lecture activities, (8) students want to always be on time according to the set hours, (9) discipline in dressing, (10) get up early, (11) 10 minutes earlier in the meeting room every meeting before the lecturer enters the meeting room, (12) respecting time, the habit of getting up early to prepare for lectures, (13) discipline is one of the keys to success, (14) discipline punctual, (15) parental teachings for discipline (sit well) in attending lectures, (16) lecture schedule at 7 am. Discipline character is a form of obedience to the rules (Silmi, 2018), and getting sanctions for those who violate (Efendi & Sudarwanto, 2018), so tighter control is needed so that there are no violations (Suardi & Syarifuddin, 2018) in following the lecture

process from the start. until the end of the lecture (Suardi & Nursalam, 2020).

The character of student responsibility is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) doing the tasks given by the lecturer each meeting, (2) relying on their own ability to do assignments, (3) being responsible, (4) assignments that must be handwritten so that they trigger students to be responsible for doing assignments without being done by other students, (5) being responsible for attending lectures from start to finish. the end, (6) students as agents of change must be responsible, (7) responsibility is the student's obligation. The character of responsibility should be given to students from an early age as a provision for their lives in the era of the industrial revolution 4.0 (Utami, 2020), by giving assignments to students so that they can be carried out (Mulyani & Suharso, 2020) in the lecture process (Suardi & Syarifuddin, 2018) (Suardi & Nursalam, 2020).

Students' religious character is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) before the lecture process begins by praying Together, (2) students behave and behave well, (3) always remember Allah during the lecture process, (4) students cover their genitals during the lecture

process, (5) pray before attending lectures, (6) habituation of religious characters into student personalities, (7) the lecturer advises the students. Students not only have to be smart but also have a religious character (Suardi et al., 2018) which can be developed in the lecture process in order to overcome student demoralization (Suardi et al., 2021).

The honest character of students is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) honest students do their own assignments, (2) honesty is the provision of students as prospective educators, (3) honesty brings goodness, (4) honesty as an identity, (5) students do not cheat, (6) honest students fill in absences, (7) lecturers teach honesty, (7) students are happy if they are honest, (8) students are afraid to lie. Honest character is a character that must be instilled in children from an early age (Samiaji, 2019), which should be owned by students (Suardi et al., 2018).

The character of students' hard work is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) students work hard on assignments , (2) students work hard to collect assignments according to the set time limit, (3) work hard to ask other students if they don't understand the assignment, (4) work hard as an obligation, (5) work hard to

find a network to join lectures, (6) hard work doing assignments by handwriting, (7) working hard on difficult tasks, (8) working hard on assignments until you stay up late. The character of hard work is a provision for children in the future (Science et al., 2014).

Students' independent character is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) independently working on their own assignments, (2) independent in learning individually, (3) independently answering lecturers' questions, (4) being independent is a comfort, (5) lecturers to always be independent in learning and in life, (6) independently looking for information and course references, (7) independent learning through teaching materials. Independence is needed so that students can live well in society (Sunarti et al., 2018) and understand the reality of life in society (Science et al., 2014).

The character of student curiosity is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) wanting to know the material- the material in the teaching materials provided by the lecturer, (2) ask other students if they do not know the assignment given, (3) ask the lecturer if they do not know the assignment, (4) look for material references in books, google, youtube.

The character of appreciating student achievement is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) respecting the results of student work that others, (2) respecting the opinions of other students, (3) respecting themselves for the achievements of the lecture process, (4) listening to friends who are discussing, (5) achievement is an honor, understanding student achievements are different, (6) being motivated to excel such as other students who excel, (7) achievement is the key to success, (8) appreciate the achievements of lecturers, (9) measure their own achievements, (10) change themselves for the better or achieve.

Students' reading habit is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) wanting to know, so you have to read, (2) assignments given by lecturers provide a stimulus for reading lecture material, (3) reading to increase knowledge and understanding related to lecture material, (4) reading is important and has many benefits, (5) reading online books, articles and journals to add insight, (6) reading is the responsibility of students, (7) initially the necessity of reading eventually becomes a habit, (8) reading can help do lecturers' assignments, (9) reading makes students more aware.

Student character habitus is behavior that is repeatedly carried out in the lecture process, forming character behavior (Lickona, 1996), through habits that are trained (Lickona, 1997) by lecturers. Strengthening character through character habitus can provide reinforcement of 18 national character values (Kanji et al., 2019c) (Kanji et al., 2019b) (Nursalam et al., 2020), strengthening of students' religious character (Suardi et al., 2021). Strengthening the character of students to avoid violating character values (Nur et al., 2021), strengthening the character of students such as dressing politely according to the rules, praying in congregation at the mosque (Suardi, Nursalam, et al., 2020). Although it is almost the same as the research results obtained, namely character habitus can provide reinforcement to the character of discipline, responsibility, religion, honesty, hard work, independence, curiosity, respect for students' achievements and love of reading.

Strengthening character through the lecture process at universities can not only be done through character habitus but also through moral integrative (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020) (Nur et al., 2021), through local wisdom learning models and media (Suardi & Syarifuddin, 2018), classroom learning models and media (Suardi & Nursalam, 2020), through campus teaching program activities (Suardi & Nur, 2022), although they have different ways of providing

character strengthening but have the same goal, namely to shape the character of students.

## CONCLUSION

Strengthening character through character habitus has formed disciplined, responsible, religious, honest, hard-working, independent, curiosity character, appreciates achievement and likes to read through the level of habitus dissemination, acceptance of habitus and collective habitus for students of the Sociology Education study program and students of the Program. Study of Pancasila Education and Citizenship, University of Muhammadiyah Makassar.

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## The Impact of the COVID-19 Pandemic at the Makassar Shipping Science Polytechnic

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**Abstract.** The spread of COVID-19 is a threat to humanity because this pandemic has forced many global activities to close, including educational activities. To reduce the spread of the virus, educational institutions are forced to turn to e-learning using available educational platforms, despite the challenges that challenge this transformation. To further explore the potential challenges faced by learning activities, this study focuses on e-learning from the perspective of cadets and teachers in using and implementing e-learning systems in universities during the COVID-19 pandemic. This research targets the community, including cadets and teaching staff at the Engineering Study Program at the Makassar Marine Science Polytechnic. A descriptive-analytical approach was applied, and statistical methods analyzed the results. There are two types of questionnaires designed and distributed: student questionnaires and teacher questionnaires. Four dimensions have been highlighted to achieve the expected results: the extent to which e-learning is used during the COVID-19 pandemic, the advantages, disadvantages, and application of E-learning at the Makassar Shipping Science Polytechnic. By analyzing the results, we achieved an exciting result using some of the problems, challenges and advantages of using an e-learning system over traditional education in higher education in general and during times of emergency.

**Keywords:** Covid-19; Pandemic; E-learning; Higher Education; Information Technology

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**Abstrak.** Penyebaran COVID-19 menjadi ancaman bagi umat manusia, karena pandemi ini memaksa banyak kegiatan global ditutup, termasuk kegiatan pendidikan. Untuk mengurangi penyebaran virus, institusi pendidikan terpaksa beralih ke e-learning menggunakan platform pendidikan yang tersedia, meskipun ada tantangan yang dihadapi transformasi mendadak ini. Untuk lebih mendalami potensi tantangan yang dihadapi kegiatan pembelajaran, fokus kajian ini adalah pada e-learning dari perspektif taruna dan pengajar dalam menggunakan dan mengimplementasikan sistem e-learning di politeknik negeri selama masa pandemi COVID-19. Penelitian ini menyoroti masyarakat yang meliputi taruna dan staf pengajar pada Program Studi Teknik di Politeknik Ilmu Pelayaran Makassar. Pendekatan deskriptif-analitis diterapkan dan hasilnya dianalisis dengan metode statistik. Ada dua jenis angket yang dirancang dan disebar, yaitu angket siswa dan angket pengajar. Empat dimensi telah disorot untuk mencapai hasil yang diharapkan, yaitu sejauh mana penggunaan e-learning selama pandemi COVID-19, kelebihan, kekurangan dan hambatan penerapan E-learning di Politeknik Ilmu Pelayaran Makassar. Dengan menganalisis hasil, kami mencapai hasil yang menggembirakan yang menyoroti beberapa masalah, tantangan, dan keuntungan menggunakan sistem e-learning daripada pendidikan tradisional di pendidikan tinggi pada umumnya dan selama masa darurat.

**Kata Kunci:** Covid-19; Pandemi; E-learning; Pendidikan Tinggi; Teknologi Informasi

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## INTRODUCTION

The unexpected closure of educational institutions due to the emergence of COVID-19 prompted authorities to suggest adopting alternatives to traditional learning methods in an emergency to ensure that students are not left without learning and to prevent the spread of the epidemic.

The formal learning system with the help of electronic resources is known as e-learning. However, teaching can be done in (or outside) the classroom. The use of computer and internet technology is an important component of e-learning (Aboagye et al., 2020). Traditional educational methods were replaced by e-learning when the COVID-19 virus emerged because social gatherings in educational institutions were considered an opportunity for the virus to spread. E-learning is the best option available to ensure the epidemic does not spread. Despite the challenges and numbers being studied, it guarantees spatial distance, suggesting that students are less likely to benefit from this type of education (Lizcano et al., 2020).

Information and communication technologies (ICTs) offer unique educational and training opportunities to enhance teaching and learning and innovation and creativity for people and organizations. In addition, the use of ICT can encourage the development of educational policies that encourage a creative and innovative educational institution environment (Abdullah et al., 2019; Altawaty

et al., 2020; Selim, 2007). Therefore, attention is paid extensively to the efforts and experiences associated with this type of education. Most universities in some developing countries commonly use this technology. In the educational environment, there are many learning-related processes involved, and a large amount of potential rich data is generated in educational institutions continue to extract knowledge from those data for a better understanding of learning-related processes (Aljawarneh, 2020; Lara et al., 2020; Lizcano et al., 2020).

E-learning plays a role in existing educational settings as it transforms the entire education system and becomes one of the greatest topics of choice for academics (Samir Abou El-Seoud et al., 2014). It is defined as using various types of ICT and electronic devices in teaching (Gaebel et al., 2014). Most of today's students want to study online and graduate at universities or polytechnics worldwide, but they can't go anywhere because they live in remote places without good communication services.

Due to e-learning, participants can save time and effort by living in a place far from the university where they are enrolled, so many scholars support online courses (Ms & Toro, 2013).

Many users of e-learning platforms see that online learning helps ensure that e-learning can be easily managed and students can easily access teachers and teaching

materials (Mukhtar et al., 2020). It also helps reduce the effort and costs of travel and other costs that come with traditional learning. E-learning significantly reduces the effort of administration, preparation and recording of lectures, attendance, and leaving classes. Teachers and students see that online learning methods encourage pursuing lessons from anywhere and in difficult circumstances that prevent them from reaching universities and schools.

Several studies have addressed the opportunities and challenges associated with the transition to traditional learning over e-learning. One of the main reasons for the faltering of e-learning initiatives is the lack of good preparation for this experience.

A study that aims to examine the challenges of cadets on how to deal with e-learning during the outbreak of COVID-19 and to examine whether cadets are ready to learn online or not is presented (Aboagye et al., 2020). The study concludes that a mixed approach that combines traditional and e-teaching should be available to learners. Another study exploring the e-learning process among students who are familiar with web-based technologies to advance their self-study skills is described in (Sathishkumar et al., 2020). The study results show that e-learning has become popular among students in all educational institutions during the lockdown due to the COVID-19 pandemic.

A study that aims to investigate the characteristics, benefits, drawbacks, and features that affect E-learning has been presented (Ms & Toro, 2013). Several demographic features such as behavior and cultural background impact student education in the E-learning domain. Therefore, for lecturers to design educational activities to make learning more effective, they must understand these features. The study was applied to students in Lebanon and the UK to help instructors understand what scholars expect from a learning management system.

Analyzing the effectiveness of E-learning for cadets at the university level has been introduced by (Ali et al., 2018). The questionnaire was applied to 700 students, 94.9% of whom used different e-learning techniques and tools. To measure the reliability and internal consistency of the factors, Cronbach's alpha test was applied. To take variables and calculate loading factors in the study, exploratory feature analysis was used. The results showed that students supported that E-learning was easy to use, time-saving, and affordable.

Various predictions of e-learning for educational purposes have been illustrated in (Samir Abou El-Seoud et al., 2014). This study aims to show how to keep students motivated in e-learning. Evaluation of student motivation for online learning can be challenging due to the lack of face-to-face contact between students and teachers. This study shows that

one way to encourage students' motivation is to let them fill out an online motivational assessment form. This study suggests five research hypotheses to be examined to identify which hypotheses should be accepted and which should not be.

The strength of the relationship between student motivation and e-learning is illustrated in (Harandi, 2015). Data were collected from cadets at Tehran Alzahra University, and Pearson correlation coefficients were utilized for data analysis. The results of this study reveal that several points should be considered before using E-learning. However, this study was limited to one culture, which may limit the generalizability of the results.

The study described in (Oludare Jethro et al., 2012) shows that e-learning is a new environment for scholars, as it illustrates how to make e-learning more effective in education and the advantages of using e-learning. The results showed that cadets were willing to learn more with less social communication with other cadets or lecturers.

A study that aims to highlight and measure the four Critical Success Factors from student insight is described (Selim, 2007). These factors are an instructor and student characteristics, technology structure, and university support. The results showed that the characteristics of the instructor were the most critical, followed by IT infrastructure and university support in the success of e-learning.

The most critical factor for the success of e-learning is student characteristics.

The described work has tried to emphasize the importance of e-learning in modern teaching and described its advantages and disadvantages. Also, a comparison with Instructor-Led Training (ILT) and the possibility of implementing E-learning as a substitute for teaching in the old classroom are discussed. In addition, this study shows the main weaknesses of ILT in institutions and how using E-learning can help overcome these problems.

The aim of the study by (Gaebel et al., 2014) was to conduct a survey on the types of E-learning organizations, their skills, and their anticipation for the future. Blended and online learning counts. Some questions relate to intra-institutional management, arrangements and services, and quality assurance. The survey results show that from 38 different countries and systems, 249 organizations broadly understand the common causes for the increased use of e-learning.

The study in (Yengin et al., 2011) illustrates that the most vital role in e-learning design is that of online lecturers. Therefore, considering issues that impact lecturer performance must be taken into account. One of the features that affect the usability of the system and lecturer presentation is satisfaction. The results showed, to produce a simple model called "E-learning Success Model for Instructor Satisfaction" related to

the public, logical and technical communication of instructors across e-learning systems, features related to teacher satisfaction in e-learning systems were examined.

A comparison between different E-learning tools in terms of objectives, benefits and drawbacks is presented in (S. Aljawarneh et al., 2012). Comparisons help in determining when to use each tool. The results show that instructors and students prefer to use MOODLE over Blackboard in an e-learning environment. One of the main challenges facing the E-learning environment is the issue of security because security is not incorporated into the active learning development process.

The effect of e-learning at Payame Noor Hamedan University, Iran, on the innovation and material awareness of chemistry cadets (Zare et al., 2016). This study used a control group pre-test/post-test experimental design. The data analysis findings utilizing an independent t-test showed significantly better scores on the experimental group's calculated variables, information, and innovation. Consequently, E-learning is beneficial for knowledge acquisition and innovation among chemistry cadets, and that greater opportunities for E-learning should be provided for a wider audience.

A study in (Arkorful & Abaidoo, 2015) aims to explore the literature and provide a study with a theoretical context by reviewing several publications made by different

academics and universities on the definition of E-learning, its use in education and learning in educational institutions. Higher education. The general literature describes the pros and cons of E-learning, indicating that it needs to be enforced in higher education for teachers, supervisors and students to experience the full benefits of its adoption and implementation.

Assessing the effectiveness of learning e-learning is studied (Zare et al., 2016). This analytical study used the Medline and CINAHL databases and the Google search engine. This study uses a closed review article and an English meta-analysis. Thirty-eight papers, including journals, books, and websites, were investigated and categorized from the results obtained. General advantages of E-learning such as promotion of learning and speed and learning process due to individual needs are discussed. The study results show a positive effect of E-learning on the teaching and learning process, so it is proposed to use this educational method more, which requires the necessary basis to be established.

It is important to focus on analyzing learner and student characteristics and motivating students to ensure their involvement in e-learning. Also, it is necessary to focus on the impact and level of teacher acceptance of e-learning. The age difference between teachers and students indicates that teachers receive most of their studies and teaching skills through traditional teaching and

learning methods, making their acceptance of e-learning different from students' acceptance of modern e-learning methods and students. education in general.

## RESEARCH METHODS

The descriptive-analytical method was used for this study and a five-point Likert scale range was calculated based on (1) Most disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Most agree, with analysis of the results using a statistical application called the Statistical Package for the Social Sciences (SPSS).

This study targets a sample community that includes teaching staff and cadets in the Engineering Study Program at the Makassar Marine Science Polytechnic. Scientific Limitation: Assessment of how E-learning is applied in polytechnics. Administration Sector: Makassar Marine Science Polytechnic Study Program. Period: Year 2020. Human Resources: Teaching staff and cadets

Sample: this study involved two types of questionnaires in preparing and developing: one questionnaire for students and another for teaching staff. The following details were obtained after the questionnaires were randomly distributed and collected individually. The research sample was selected based on awareness of the size of the population:

Student Questionnaire: The number of questionnaires distributed was 140 copies,

with no invalid copies and five missing copies. Therefore, the analyzed copy was 135.

Teaching Staff Questionnaire: The number of questionnaires distributed was 20 copies, while 20 valid copies were returned without the invalid or the lost copies. Some of the demographic characteristics are shown in Table 1.

Table 1. Distribution of student study sample

Character name	Count	Percentage
1. Gender		
Male	78	57,8%
Female	57	42,2%
2. Age		
18-20	65	48,1 %
21-23	35	25,9%
24-26	23	17 %
Older	12	9%
3. Semester		
1-3	68	50,4%
4-5	23	17%
6-8	20	14,8%
Above	24	17,8%
Total	135	100%

This study emphasizes on four dimensions to achieve the expected results as follows:

1. To what extent is the use of E-learning in the Makassar PIP Engineering Study Program?
2. The advantages of E-learning.
3. Lack of E-learning.

The statistical relationship of Means and Materiality was used to analyze the results. By evaluating the findings, we obtained important information based on these statistical relationships according to the ranking of the questions, as shown in Table 2 and Table 3.



Table 2. Descriptive statistics of student's perspective

Dimension	Number of Inquiries	Lewest mean	Highest mean
The extent of using E-Learning	11	2	4,13
Advantages of E-learning	9	3,79	4,41
Disadvantages of E-learning	7	3,63	3,91
Obstacles to implementing E-learning	6	3,59	3,95

Tabel 3. Descriptive statistics of teaching staff perspective

Dimension	Number of Inquiries	Lewest mean	Highest mean
The extent of using E-Learning	12	2,09	4,55
Advantages of E-learning	7	3,41	4,23
Disadvantages of E-learning	7	2,91	3,95
Obstacles to implementing E-learning	7	3,59	4,14

Analysis of the data as a statistical relationship regarding students' perspectives is shown in Table 2.

Dimension 1: the extent to which E-learning is used in the Makassar PIP Engineering Study Program. Questions (6), (7) and (10) have the same materiality and question (6) is chosen because it has a lower standard deviation, which states that "e-learning technology is used for scientific research purposes" with materiality of 82.6% and the mean is 4.13, while the question

number (7), which states "Search engine is used to obtain curriculum needs". However, question (2), which states that "Internet is available to cadets in the faculty" has the lowest materiality of 40% and an average of 2.

Dimension 2: E-learning advantages. The question number (1) states that "E-learning contributes to improving your education level" has the highest materiality of 88.2% and an average of 4.41. However, question number (7), which states that "E-learning reduces the burden because learning becomes a conversation between teaching staff and cadets, not traditional learning", has the lowest materiality of 75.8% and an average of 3.79.

Dimension 3: E-learning weaknesses. Questions (5) and (6) have the same materiality, and question number (5) was chosen because it has a lower standard deviation, which states that "E-learning reduces the burden on teaching staff and increases the burden on students" with the materiality of 75.4% and an average of 3.77. However, question number (1), which states that "E-learning isolates you from the community by connecting you to your computer for extended periods", has the lowest materiality, 72.6% and an average of 3.63.

Dimension 4: barriers to E-learning. The question number (3) states that "the lack of internet in the faculty to implement E-learning" has the highest materiality of 79% and an average of 3.95. However, questions (4)

and (5) have the same materiality, and question number (5) has been chosen because it has a lower standard deviation, which notes that "Less experience of students with E-learning techniques" with the materiality of 71.8% and an average of 3.59.

Analysis of the data as statistical relationships regarding the perspective of teaching staff and critical analyzes of mean and materiality are given in Table 3

Dimension 1: the extent to which E-learning is used in the Makassar PIP engineering study program. The question number (10), which is about "Use email to communicate with coworkers," has the highest materiality of 91% and an average of 4.55. However, question number (2), which states that "internet access is always available for teaching staff in the faculty", has the least materiality of 41.8%, and the average is 2.09.

Dimension 2. Advantages of E-learning. Question number (4), which states that "E-learning contributes to the improvement of students' skills in using computers," has the highest materiality of 84.6% and an average of 4.23. However, question number (7) states that "E-learning reduces the burden because learning becomes a conversation between teaching staff and students, not traditional learning," with the lowest materiality of 68.2% and an average of 3.41.

Dimension 3: E-learning weaknesses. Question number (6) states that "E-learning requires financial capability compared to

traditional education," which has maximum materiality of 79% and an average of 3.95. However, question number (3), which reports that "students face a greater burden during the educational process while reducing the burden on teaching staff", had the lowest materiality of 58.2% and an average of 2.91.

Dimension 4: barriers to E-learning. Questions (4) and (7) have the same materiality, and question number (4) was chosen because it has a lower standard deviation, which states that "There is a lack of internet in the faculty to implement e-learning" with the materiality of 82.8% and an average 4.14. However, questions (3) and (6) have the same materiality and question (6) is chosen, which states that "E-learning requires high costs" has the lowest materiality of 71.8% and an average of 3.59.

## **DISCUSSION**

### **Cadet perspective**

As shown in Table 4, we found the value of T-Test = 8,733 and P-Value = 0.00 as far as using E-learning during the pandemic. The value of T-Test = 22.86 and P-Value = 0.00 for E-learning excellence. The value of T-Test = 12.786 and P-Value = 0.00 for lack of E-learning. E-learning barriers in the last dimension are the value of T-Test = 11.961 and P-Value = 0.00. Thus, all T-Test values are greater than T table values = 1.96. On the other hand, all P-Values are smaller than the significance level = 0.05. Thus, there are

statistically significant differences from the cadets' point of view in each of the four sample dimensions.

Tabel 4. Statistical tests (student's perspective)

Dimension	Mean	STDev	T-Test	P-value
The extent of using E-Learning	3,44	0,590	8,733	0,00
Advantages of E-learning	4,13	0,574	22,86	0,00
Disadvantages of E-learning	3,78	0,705	12,786	0,00
Obstacles to implementing E-learning	3,75	0,732	11,961	0,00

### Teaching staff perspective

As shown in Table 5.5, the extent to which E-learning is used is T-Test = 6.021 and P-Value = 0.00, the advantages of E-learning are T-Test = 9.015 and P-Value = 0.00, the disadvantage of E-learning is T-Test = 3.813 and P-Value = 0.001, and the barriers for E-learning are T-Test = 6.505 and P-Value = 0.00, respectively. If the T-Test value is higher than the T table value = 1.96, the P-Values are smaller than the significance level = 0.05. There were statistically significant differences from the perspective of the teaching staff in each of the four research dimensions.

### The data analysis of the four dimensions is summarized as follows:

The level of use of e-learning: the findings show that the cadets' approval of the use of e-learning and the point of view of the teaching staff is (Agreement), where the averages are (3.44) and (3.59). As it is said that the influence of e-learning at Payame Noor Hamedan University, Iran on innovation and material awareness of cadets is examined in (Zare et al. 2016). This study used a control group pre-test/post-test experimental design. The data analysis findings utilizing an independent t-test showed significantly better scores on the experimental group's calculated variables, information, and innovation. Consequently, E-learning is beneficial for knowledge acquisition and innovation among cadets, and that greater opportunities for E-learning should be provided for a wider audience.

Higher education. The advantages of e-learning: the results of the consideration of this dimension indicate that the agreement on the superiority of e-learning from the perspective of cadets and teaching staff is (Agreement), where the mean from the cadets' perspective is (4.13) and the mean from the teaching staff perspective is (3.99). This is in line with (Arkorful & Abaidoo 2015) opinion to explore the literature and provide studies with a theoretical context by reviewing several publications made by different academics and universities about the definition of E-learning,

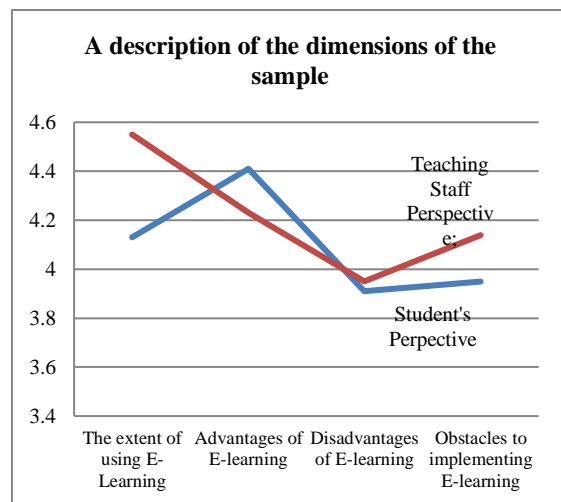
its use in education and learning in educational institutions. The general literature describes the pros and cons of E-learning, indicating that it needs to be enforced in higher education for lecturers, supervisors and cadets to experience the full benefits of its acceptance and implementation. The use of telecommunication technology for learning activities in polytechnics in Indonesia has become more conducive with the issuance of a Decree of the Minister of the Ministry of National Education (SK Mendiknas) in 2001, which encourages conventional polytechnics to provide distance education (dual mode).

Dimensions which are weaknesses of e-learning: This shows that the weakness of cadet acceptance from e-learning is (Agreed) from the average (3.78), and the opinion of the teaching staff is (Not yet determined) from the average (3.35). It is essential to focus on analyzing learner and cadet characteristics and motivating cadets to ensure their involvement in e-learning. Also, it is necessary to focus on the impact and acceptance rate of lecturers on e-learning. The age difference between lecturers and cadets indicates that lecturers receive most of their studies and teaching skills through traditional teaching and learning methods, making their acceptance of e-learning different from cadets' acceptance of modern e-learning methods and cadets, education in general.

### Comparison between two perspectives

As shown in Fig. 1, it is seen that the viewpoints of teaching staff and students in all four study dimensions are identical. This suggests that they are nearly standardized, with slight variation in the third dimension of the data considered for the disadvantages of e-learning during the Covid-19 pandemic. This factor reached agreement from the point of view of the teaching staff and from the point of view of the cadets hesitant to reach an agreement on the results.

Picture 1. A description of the dimensions of the sample



### Findings based on the perspective of cadets

The cadets believe that e-learning is used, and one of the most significant uses is the replica of the scientific method learned in electronic/multimedia form. The cadets agree that e-learning is valuable, helps them feel safe, and raises their academic standards. The cadets claim that the introduction of e-learning is complex, and the low quality of internet

services is the biggest obstacle to its implementation.

Some of the benefits of e-learning include, according to (Rohmah 2016), (1) e-learning can shorten learning time and make study costs more economical, (2) E-learning facilitates interaction between students and materials, (3) Students can share information and can access learning materials at any time and repeatedly, with such conditions students can further solidify their mastery of learning materials (4) With e-learning the process of developing knowledge does not only occur in the classroom but with the help of computer equipment and networks. , students can be actively involved in the teaching and learning process. The cadets pointed out that there are limitations in e-learning, and its biggest weakness is reducing the workload of teaching staff and increasing pressure on cadets.

### **Findings based on the teaching staff's perspective.**

Teaching staff believe that e-learning is valuable and helps develop cadets' technology skills is one of the most important positive elements. The teaching staff agrees that e-learning is common and faculty member ownership via email and other electronic services is the most significant use. The teaching staff agrees that there are barriers to the introduction of e-learning and its high implementation cost is one of the main difficulties. The teaching staff accepts that e-

learning has its most significant drawbacks and requires financial support relative to traditional learning. Thus the application of e-learning at the Polytechnic is expected to provide benefits, including (1) An increase in the interaction of cadets with each other and with lecturers, (2) Availability of unlimited learning resources, (3) E-learning that is appropriately developed will be effective in improving the quality graduates and the quality of polytechnics (4) The formation of a learning community that interacts, gives and receives each other and is not limited to one location (5) Improves the quality of lecturers because it is possible to explore the information more broadly and even not limitedly.

### **Pedagogical aspects**

Each e-learning strategy follows commonly known learning theories, namely behaviorism, cognitivism, or constructivism (Mödrtscher, 2006). Furthermore, each didactic strategy has a more or less substantial impact on the factors that influence the learning process and self-assessment of the characteristics of students. Therefore, based on what has been achieved through the opinions of teaching staff and students, we find that specific characteristics of learners, in particular, motivation need to be analyzed. As an appropriate pedagogical step, it is also necessary to choose an e-learning strategy that suits the characteristics of cadets and the

electronic environment in which they currently live.

## CONCLUSION

This study aims to identify the main issues and challenges by extrapolating the opinions of cadets and lecturers about the use of e-learning systems in vocational polytechnics during the Covid-19 pandemic. The sample of the research community consisted of cadets and teachers at the Engineering Study Program at PIP Makassar. A descriptive-analytical approach has been applied with statistical analysis of the results, despite facing many problems and challenges. By analyzing the results, we have achieved encouraging results to highlight some of the problems, challenges and benefits of using e-learning systems in the vocational higher education sector.

Professionalism is always essential in the implementation of e-learning in vocational colleges. Based on the study results, cadets believe that e-learning provides e-learning. The main obstacle to e-learning is the low quality of Internet services at PIP Makassar during the pandemic. Study program members agree that e-learning is helpful in improving students' computer skills,

Institutions must provide internet services to cadets and teaching staff with sufficient computer equipment to implement e-learning. Modern electronic libraries and dedicated classrooms with all kinds of tools

and equipment are also needed to implement e-learning instead of coming to the main campus. Apart from that, the role and importance of focusing on many things related to the characteristics of students, such as the characteristics of the background knowledge of cadets and how to motivate cadets, as one of the pedagogical impacts. So it is very important to do further research related to infrastructure readiness as supporting infrastructure. Also, research on motivating students (cadets) in the Covid-19 pandemic situation.

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## The Effect of The Use of Project Based Learning Models and Flip Based E-Modules on Statistics Materials on Students' Interest and Learning Outcomes of Class XI TKJ Students at SMK Ifadah

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**Abstract.** This research is motivated by the students' very low interest in learning, this makes students unmotivated in the learning process. Lack of motivation to actively participate in student learning has little effect on student learning outcomes. PjBL learning model and flip-based e-module media. This is an alternative that will be tested in this study. Researchers use PjBL learning models and flip-based e-module media for alternative learning strategies that can train students' cooperation so that students can increase their interest in learning. This study was to determine whether or not the use of PjBL learning models and flip-based e-module media on the learning interest of class XI TKJ students in SMK. The type of research used in this research is descriptive quantitative research using One group pretest – posttest research design. The results of this study indicate that there is an effect of using the PjBL model and flip-based e-module media on statistical material on student interest and learning outcomes.

**Keywords:** *PjBL learning model; Flip-based E-Module Media; Learning Interest; Student Learning Outcomes*

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**Abstrak.** Penelitian ini dilatarbelakangi oleh minat belajar peserta didik yang sangat rendah, hal ini membuat siswa tidak termotivasi dalam proses pembelajaran. Kurangnya motivasi untuk berpartisipasi aktif dalam belajar siswa berpengaruh kecil terhadap hasil belajar siswa. Model pembelajaran PjBL dan Media e-modul berbasis flip. Merupakan salah satu alternatif yang akan diuji cobakan pada penelitian ini. Peneliti menggunakan model pembelajaran PjBL dan media e-modul berbasis flip untuk alternatif strategi pembelajaran yang dapat melatih kerjasama peserta didik sehingga peserta didik dapat meningkatkan minat belajar. penelitian ini adalah untuk mengetahui ada tidaknya pengaruh penggunaan model pembelajaran PjBL dan media e-modul berbasis flip terhadap minat belajar siswa kelas XI TKJ di SMK. Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian deskriptif kuantitatif dengan menggunakan rancangan penelitian *One group pretest – posttest*. Hasil penelitian ini menunjukan bahwa ada pengaruh penggunaan model PjBL dan media e-modul berbasis flip pada materi statistika terhadap minat dan hasil belajar siswa.

**Kata Kunci:** *Model pembelajaran PjBL; Media E-Modul berbasis Flip; Minat Belajar; Hasil Belajar siswa*

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## INTRODUCTION

According to (Djumali 2018) "education is to prepare humans to solve the problems of life in the present and in the future". According to (Sutrisna, Sujana, and Ganing 2020), education is a linked activity, and includes various elements that are closely related between one element and another.

Results of observations at IFADAH Vocational School show that teaching materials used only book print and tools help the power point. the teaching materials still not yet can make participant educate interested for follow the learning process. This thing make student not enough interested in the learning process. Lack of interest student for follow learning by active impact low to results study students.

Following this is the result data study mathematics class XI SMK students in odd semesters.

Learning outcomes odd semester students

NO	Subject	Report Score	Information
1	AYD	75	No Complete
2	AW	70	No Complete
3	A	73	No Complete
4	H	70	No Complete
5	HN	84	Complete
6	H	80	Complete
7	KM	75	No Complete
8	LH	70	No Complete
9	M	73	No Complete
10	MK	70	No Complete
11	M	84	Complete
12	MA	80	Complete
13	MYT	75	No Complete
14	MM	70	No Complete
15	NI	73	No Complete
16	NJ	70	No Complete
17	RN	84	Complete

18	RA	80	Complete
19	AU	75	No Complete
20	SE	70	No Complete
21	SH	73	No Complete
22	SM	70	No Complete
23	SMI	84	Complete
24	TD	80	Complete
25	UZ	75	No Complete
26	UZRR	70	No Complete
27	WK	73	No Complete
28	WR	70	No Complete

Based on the table can is known completeness classic not yet achieved. Study results completed student \_ by 28.57%.

Interest is a sense of preference and a sense of interest in a thing or activity without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest (Effendy 2018). (Sirait 2016) state that: "interest " is feeling more likes and is interested in something Thing or activity certain without ordered.

The learning outcome is a change in overall behavior, not just one aspect of human potential according to (III, Negeri, and Lor 2018). (Herawan 2017) learning outcomes are the attainment of a form of behavioral change that tends to persist from the cognitive, affective, and psychomotor domains of the learning process carried out within a certain time. And the factors that influence student learning outcomes. (Fathurrohman 2018) the factors that influence learning outcomes include internal factors and external factors. Internal factors include physiological factors and psychological factors. Meanwhile,

external factors include environmental factors and instrumental factors . results study student influenced in self student covers Health problems, disability physical, factor psychological (intelligence, interest study attention, talent, motivation, maturity), and readiness students) that affect the learning process and results study student covers factor family, school and community (Nurhasanah and Sobandi 2016).

One of the materials in mathematics is statistical material, it requires understanding deep concept and scope \_ wide . Besides Theory this for understand concepts, students should also to do the statistical calculation.

Characteristics student at school the of them is (1) likes discuss and work the same (2) likes media that uses technology (3) curiosity high tofu (4) no happy Becomes students who just sit quietly for class.

Therefore, to teach statistics material, it requires a learning model that can stimulate Activation students and find alone draft study as well as be a learning process more interactive and fun one of the learning models that can stimulate study student is a learning model based on project (PjBL).

Learning model based on project demand student for learn and earn creation so this model could Upgrade motivation study students, improve ability solving problem students, and improve learning student cooperation student in project group (Saputro and Rayahub 2020). According to (Mayasari

and Devita 2020) the steps of the learning model based on project includes: (1) questions base , that is give stimulation study in the form of question to students so that students curious for continue question that; (2) designing plan project, in particular give opportunity to student for identify problem and formulate it in shape hypotheses and plans work project; (3) setting schedule, that is determine time processing project; (4) monitor students , in particular, track action for reduce risk error project; (5) test result, that is prove correct or whether or not hypothesis; (6) withdrawal conclusion (generalization), namely the process of drawing conclusion from what have done. In addition to using innovative models, teachers should also use interesting learning media.

Learning media can be understood as anything that can channel information from information sources to recipients of information (Dewi and Lestari 2020) Learning media as a whole is a tool or material used in the teaching and learning process that has a function as a carrier of information from learning resources . One\_ type of media used in the learning process is module learning. The module is one of the tool demonstrations learning self-sufficient student study by systematic without depend on others. one \_ type module learning is an e- module flip based. Application module flip electronics can used with flipbook maker app. Application this more from simply text, flipbook creation can

be insert images, graphics, audio, links , and videos on spreadsheets (Ramadhani and Fitri 2020) . with flip book form using page-turning effect will awaken interest study students (GEA 2020).

Based on the description above, the research to be carried out in study this is use learning model PjBL and Media e- module flip based on material statistics to interest and results study student class XI TKJ IN SMK IFADAH.

### RESEARCH METHODS

This type of research is quantitative descriptive research because the data analysis technique uses descriptive statistics according to (Sugiyono 2021). The research design used in this study is the One Group Pretest Design. This design contains two tests; O1 is the initial test, and O2 is the post test. X is used as a treatment symbol in the design, namely:

O1 X O2
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Table 1

*One Group Pretest-Posttest Design*, Source: (Sugiyono, 2017)

Information :

O1 = Pretest value (before treatment)

X = PjBL learning model

O2 = Posttest value (after being treated) The research used is a learning interest questionnaire and a test results study

Instruments used in Thing there are two of these:

1. Sheet questionnaire student learning interest is made to determine student learning interest given in the pretest and posttest
2. Learning Outcomes Test Sheet Learning Outcome Sheet is a tool to collect learning outcomes data, this instrument consists of 2 kinds, namely pretest questions and posttest questions:
  - a. Pretest questions are used to collect data on student learning outcomes before being given treatment
  - b. Posttest questions are used to collect data on student learning outcomes after being given treatment.

The data in this study were analyzed using SPSS version 25, the tests used to process the data from this research were 3, namely Normality Test, Homogeneity Test and Hypothesis Testing.

### DISCUSSION

#### The results of the interest in learning questionnaire

This data taken from the results of the interest questionnaire given to the research subject before treating the subject and after the subject is given treatment. The treatment referred to in this case is the use of the PjBL learning model and flip-based e-module media. The following is the data from the interest questionnaire:

**Table 2 Interest Questionnaire Scores**

NO	Subject	Interest Questionnaire Score	
		Before	After
1	AYD	19	36
2	AW	28	31
3	A	16	30
4	H	17	32
5	HN	15	32
6	H	30	28
7	KM	28	25
8	LH	27	36
9	M	24	36
10	MK	19	34
11	M	20	30
12	MA	32	27
13	MYT	15	35
14	MM	16	35
15	NI	20	33
16	NJ	17	36
17	RN	34	18
18	RA	19	34
19	AU	25	35
20	SE	20	34
21	SH	23	36
22	SM	16	32
23	SMI	20	32
24	TD	36	28
25	UZ	24	32
26	UZRR	19	35
27	WK	30	34
28	WR	16	33

**1. Analisa Data**

The normality\_test of the questionnaire data is in table 1 below:

**Table 3 Normality Test Results of Interest in Learning Questionnaire**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
Unstandardized Residual		
N		28
Normal Parameters a,b	mean	.0000000
	Std. Deviation	10.11931311
Most Extreme Differences	Absolute	.171
	Positive	.099
	negative	-.171
Test Statistics		.171
asymp . Sig. (2-tailed)		.036 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

- a. If the significance value (sig) is greater than 0.05 then the sample study normally distributed.
- b. On the other hand, if the significance value (sig) is less than 0.05, the sample study not normally distributed.

Based on the data in table 3 , it is known that the significance value of Asymp.Sig(2-tailed) is 0.36, which is greater than 0.05. So according to the normality test above, it is concluded that the sample normal distribution research .

**2. Homogeneity Test on Learning Interest**

Questionnaire is shown in Table 2 below:

**Table 4 Homogeneity Test Results of Interest in Learning Questionnaire**

<b>Test of Homogeneity of Variances</b>					
		Levene Statistics	df1	df2	Sig.
After	Based on Mean	3.364	7	14	.025
	Based on Median	3.139	7	14	.033
	Based on Median and with adjusted df	3.139	7	6,995	.077
	Based on trimmed mean	3.361	7	14	.026

- a. If the significance value (Sig) is greater than 0.05, it is said that the variance of two or more data population groups is not the same (not homogeneous).
- b. If the significance value or sig.> 0.05, it is said that the variance of two or more data

population groups is the same (homogeneous)

Based on the data in table 4 above, it is known that the value of Sig. Based on Mean for the After variable is 0.025. Because the value of Sig.  $0.025 > 0.05$  then it can be concluded that the variance of the data after treatment is homogeneous .

3. Hypothesis testing on the Learning Interest Questionnaire is in table 3 below:

Table 5 Hypothesis Test Results Questionnaire Interest in Learning

The effect test serves to determine whether the regression coefficient is significant or not. Just a reminder that the hypotheses proposed in this analysis are:

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
		1	(Constant)	40,520		
	Before	-.377	.106	-.572	-3.555	.001

a. Dependent Variable: After

H<sub>0</sub> = no influence Model PjBL learning and flip-based e-module media (X) on interest in learning (Y)

H<sub>a</sub> = there is an influence on the learning model PjBL and flip-based e-module media (X) on learning interest (Y)

For testing this hypothesis, we will compare the Sig Value with 0.05

- If the significance value (sig). smaller < than 0.05 probability means that there is an influence learning model PjBL and flip-based e-module media (X) on learning interest (Y).
- No influence learning model PjBL and flip(X) based e-module media on learning interest (Y).

Based on table 5 above, it is known that the significance value (sig) of 0.001 is smaller than < probability of 0.05, so it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted which means that "There is an influence of the model PjBL learning and flip-based e-module (X) on learning interest (Y)".

### Learning Outcomes Student

This data was obtained from the results of student learning tests given to research subjects before treating the subject and after the subject was given treatment. Handle mean in case this is the use of PjBL learning model and flip-based e-module media. The following is the learning test result data:

Table 6 Learning Outcome Score

NO	Subject	Study Test Results Score	
		Pretest	Postmates
1	AYD	40	85
2	AW	45	90
3	A	50	83
4	H	45	90
5	HN	45	85
6	H	40	87
7	KM	58	90
8	LH	50	85
9	M	43	60

10	MK	42	78
11	M	40	85
12	MA	80	50
13	MYT	43	90
14	MM	40	85
15	NI	40	83
16	NJ	40	90
17	RN	40	100
18	RA	43	85
19	AU	40	70
20	SE	40	90
21	SH	41	83
22	SM	40	100
23	SMI	40	85
24	TD	45	65
25	UZ	43	87
26	UZRR	41	80
27	WK	43	83
28	WR	56	50

### 1. Data Analysis

Normality test in the Learning Outcome Test is in the following table .

Table 7 Normality Test Results of Learning Outcomes Test

- a. If the significance value (sig) is greater than 0.05 then the sample study is normally distributed.
- b. On the other hand, if the significance value (sig) is less than 0.05, the sample research is not normally distributed .

Based on the data in table 7 , it is known that the significance value of Asymp.Sig(2-tailed) is 0.36, which is greater than 0.05. So according to the normality test above, it is concluded that the sample research used \_ normally distributed l.

The homogeneity test on the Learning Outcomes Test is shown in table 4 below:

Table 8 Homogeneity Test Results Learning Outcomes Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Posttest score	Based on Mean	1.067	4	19	.400
	Based on Median	.401	4	19	.806
	Based on Median and with adjusted df	.401	4	14,073	.805
	Based on trimmed mean	.895	4	19	.486

1. If the significance value (Sig) is greater than 0.05, it is said that the variance of two or more data population groups is not the same (not homogeneous).
2. If the significance value or sig.> 0.05, it is said that the variance of two or more data population groups is the same (homogeneous)

Based on the data in table 8 above, it is known that the value of Sig. Based on Mean for the After variable is 0.400. Because the value of Sig. 0.400 > 0.05, it can be concluded that the posttest data treatment is homogeneous

### 3). Hypothesis Testing Learning Outcomes Tests are listed in table 9 below

Table 9 Hypothesis Test Results Learning Outcome Test

The effect test serves to determine whether the regression coefficient is significant or not. Just a reminder that the hypotheses proposed in this analysis are:

H<sub>0</sub> = no effect of learning model PjBL and

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	119,922	10,767		11,138	.000
	Pretest Score	-.849	.237	-.575	-3,588	.001

a. Dependent Variable: Posttest Value

flip(X) based e-module media on learning outcomes (Y)

H<sub>a</sub> = there is an influence on the learning model PjBL and flip-based e-module media (X) on learning outcomes (Y)

For testing this hypothesis, we will compare the Sig Value with 0.05

- a. If the significance value (sig). smaller < than 0.05 probability means that there is an influence on the learning model PjBL and flip-based e-module media (X) on learning outcomes (Y) .
- b. On the other hand, if the significance value (sig). greater than 0.05 probability means that there is no influence on the learning model PjBL and flip(X) based e-module media on learning outcomes (Y) .

Based on table 9 above, it is known that the significance value (sig) of 0.001 is smaller than < probability of 0.05, so it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted which means that "There is an influence on the learning model. PjBL and flip-based e-modules (X) on learning outcomes (Y)

Based on results study seen that there is influence the use of learning models PjBL and e- module media to interest and results study students.

Besides it can \_ say learning model PjBL and e- module media This flip based is perfect for learning. Compared (Gea 2020) which shows that the flip -based PBL learning model is more influential and . according to (Sinmas, Sundaygara, and Pranata 2019) mentions that the learning model based on very problem \_ influential against results and motivation study students.

## CONCLUSION

After study produce data analysis with SPSS version 25 help then could concluded that:

1. There is influence learning PjBL and e-module flip based on material statistics to interest study student class XI at SMK IFADAH.
2. There is influence learning PjBL and e-module flip based on material statistics to results study student class XI at SMK IFADAH.

Effect exerted \_ by 82.14%. Impact study the student experience upgrade interest learn and result learn on math on the material statistics.

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## **Social Adaptation of New Students Master of Sociology Education FKIP Untan in the Implementation of the Blended Learning System in the era of the Covid 19 Pandemic**

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**Abstract.** This study aims to determine the social adaptation of new students of Master of Sociology Education FKIP Untan related to the application of the blended learning system in the era of the covid 19 pandemic. The research method used was a survey method through a questionnaire assisted by Google Forms and an online interview guide conducted to the entire (population) 8 students. newpostgraduate program as a research informant. Data collection techniques were carried out by direct and indirect communication techniques. Data collection tools in the form of questionnaires and online interview guides. The results showed that the new master students of sociology education at FKIP Untan, were already ready and able to adapt socially in the good category because they mastered IT (87.5%) in the implementation of the blended learning system and in the very good category because they mastered IT and lecture materials (12.5%). %) in the era of the covid 19 pandemic. There are eight empirical obstacles in the field when implementing blended learning / social adaptation problems: from the results of online interview answers and answers to questionnaires via google form in the form of (1) unstable internet wireless network connection disturbance, (2) electricity network (local) that often goes out, (3) limited equipment (4) understanding/skills in using ICT, (5) delays in work, and/or sending assignments for lecture materials to lecturers, quizzes and deepening of material, (6) busy activities outside of lectures, (7) limited time involved in online lectures and (8) internet quota/package.

**Keywords:** Social Adaptation; Blended Learning System; Covid 19 Pandemic Era

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**Abstrak.** Penelitian ini bertujuan untuk mengetahui adaptasi sosial mahasiswa baru magister pendidikan sosiologi FKIP Untan berkaitan dengan penerapan *system blended learning* di era pandemi covid 19. Metode penelitian yang digunakan adalah metode survey melalui kusioner berbantuan *google form* dan panduan wawancara daring dilakukan kepada seluruh ( populasi) 8 mahasiswa baru program pascasarjana selaku informan penelitian. Teknik pengumpulan data dilakukan dengan teknik komunikasi langsung dan tidak langsung. Alat pengumpulan data berupa angket dan panduan wawancara daring. Hasil penelitian menunjukkan bahwa mahasiswa baru magister pendidikan sosiologi FKIP Untan, ternyata telah siap dan mampu beradaptasi sosial terkatagori baik karena menguasai IT (87,5%) dalam pelaksanaan *system blended learning* dan terkatagori sangat baik karena sangat menguasai IT dan materi kuliah (12,5%) di era pandemi covid 19. Ada delapan kendala secara empiris di lapangan saat pelaksanaan pembelajaran *blended* /masalah beradaptasi sosial: dari hasil jawaban wawancara daring dan jawaban angket *via google form* berupa (1) gangguan koneksi jaringan nirkabel internet yang tidak stabil, (2) jaringan aliran listrik (lokal) yang sering padam, (3) keterbatasan perangkat (4) pemahaman /ketrampilan penggunaan ICT, (5) keterlambatan pengerjaan, dan/atau mengirim tugas-tugas materi kuliah kepada dosen, kuis serta pendalaman materi, (6) kesibukan kegiatan diluar perkuliahan, (7) keterbatasan waktu keterlibatan dalam perkuliahan daring dan (8) kuota / paket internet yang dimiliki.

**Kata Kunci:** Adaptasi Sosial; System Blended Learning; Era Pademi Covid 19

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## INTRODUCTION

Currently, most countries, including Indonesia, are experiencing the COVID-19 pandemic (Fulkerson et al., 2021). The COVID-19 pandemic has affected many sectors of life, including the health sector, the economy, and the education sector. The COVID-19 pandemic began to be heard at the end of 2019 until now 2021 (Hendarwati et al., 2021). After entering Indonesia, it penetrated various regions in the country. It covered multiple fields of life, including causing many victims to die, although some were able to be spared, saved, and cured of the COVID-19 outbreak. To minimize casualties due to the COVID-19 pandemic, also in the education sector, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter (SE) Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units. The SE Minister reported that all educational activities, both at school and academies/colleges, must be carried out at home, each through the encouragement of existing applications such as WhatsApp, Google Classroom, Google Meet, Jagaratu, Zoom, etc. In conclusion, the policy from the Ministry affects the education process, which was initially done offline (face-to-face) and must be changed to online (online). Online education is education that uses the support of the internet network with accessibility, connectivity, flexibility, and expertise to create various types of educational

interactions. The educational process must always carry out online education or lectures during offline education. It is tried so that educational goals are always achieved.

Lecturers must try three activities during the learning process such as: (1) presentation activities, where lecturers must be able to describe the material for each meeting; (2) Interaction activities must have a reciprocal dialogue between lecturers and students; (3) Evaluation activities, namely activities carried out to measure the student's ability during the learning process carried out. These three activities can reduce turnover in 3 aspects of education. Good education related to aspects of attitudes, skills and knowledge. This change does not only apply to students but also applies to students so that they can adjust to existing learning. The existence of the Covid-19 pandemic has led to changes/changes in education/learning starting from learning strategies, learning media and learning evaluations. The changes mentioned above ultimately require the preparation of all participating components and so that online learning runs well and effectively. The current condition emphasizes that each person makes changes and gets used to something new related to the use of existing technology to support the continuity of learning activities (Efriani et al., 2020).

Before the Covid-19 pandemic, university students were used to doing offline/offline (face-to-face) learning/lecture

models, including the master of sociology education at Tanjungpura University, Pontianak. In the era of the covid-19 pandemic, students and lecturers must be able to adapt to online learning. The sudden change in the learning model sometimes makes it difficult for students to understand the material presented by the course lecturer because the students themselves are still confused about the learning flow (Buwono & Dewantara, 2020; Purnamasari, 2014).

With increasingly advanced technology now having a significant role in delivering lecture material, students are starting to learn to use communication tools and technology to carry out online learning with lecturers. The problem often occurs is that not all students immediately adapt socially to this change. This has limitations regarding facilities and infrastructure (hardware and software), which are inadequate to carry out online learning activities so that it becomes a particular difficulty for students.

A change in the learning system led to online learning being strengthened by the SE of the Ministry. The ministry finally encouraged researchers to conduct research on postgraduate students in the master's degree in sociology education at FKIP, Tanjungpura University, Pontianak. This is because currently, in the first and second semesters of the 2021/2022 academic year, sociology education master students are being applied for lectures with online and offline learning

processes or known as blended learning systems.

There is a change in the policy made so that the lecture process at the university continues to run well. In addition, student learning outcomes have not decreased, motivation remains high, and lectures are relatively more qualified. The application of this Blended Learning learning model encourages researchers to find out how students adapt to online and offline learning during this pandemic (Nugraha & Hasanah, 2021).

Social adaptation is the act of individual adjustment to an environment. Individual adjustment to the physical environment is often called adaptation. The adjustment to the social climate is better known as adjustment. Adaptation is an adjustment to the physical setting because it tries to adjust to the surrounding environment. This relates to behavior with the personal self-concerned. It is not enough to change behavior to the physical environment and adapt to the social environment (adjustment).

Considering that the situation and conditions are still ongoing in the era of the COVID-19 pandemic, the lecture system, which had previously been carried out offline or face-to-face (offline) in the FKIP Untan postgraduate environment, periodically once two weeks (on Fridays, Saturdays, and Saturdays) Sunday) in one month, then the lecture model is changed to an online learning

system (online/online), or combined offline while waiting for the COVID-19 pandemic to slow down and weaken (endemic) and is considered safe or normal (Dewantara et al., 2020; Grych & H., 2000).

This is based on considerations for the interests of health and safety (students and learners) and all parties involved in learning and being tested and introduced to the study program, namely the blended learning model.

In addition, there are eight new students recruited in the 2021/2022 academic year who are relatively old (above forty years). However, it turns out that he still has a passion for learning and has a high motivation to follow further studies at the postgraduate social education program, FKIP Untan. However, it is known that the informants have special activities at school and in the community. Apart from being a new graduate student attending lectures in the first and second semesters of the Social Sciences Masters at FKIP Untan, he also undergoes various main tasks and functions as an educator and teaching in schools, not to mention activities in the community as a public figure.

Therefore, based on the above background, it is one of the researchers' interests to select and assign new students in the postgraduate master's degree in sociology education as research informants. Eight (8) new students were recruited as informants of this study and carried out various student

obligations. Are each new student able to adapt very well socially in daily life in a formal or informal/informal environment.

In addition, these sociology education masters students also, on average, have various activities and experience as lecturers who have been tested and have work experience of more than ten years; of course, the assumption is that postgraduate students can adapt socially to the surrounding environment (adjustment) both physically and mentally. Non-physical, directly or indirectly. Therefore, researchers are interested in conducting research related to the Social Adaptation of New Masters in Sociology Education FKIP Untan in implementing the Blended Learning System in the Era of the Covid 19 Pandemic.

## RESEARCH METHODS

A mixed-method (mixed method) was used in this study; therefore the data analysis was carried out in a narrative-descriptive interpretation to describe the empirical facts and circumstances in the field. In addition, the researcher also used quantitative descriptive statistics (non-parametric) because the total population studied was < 30, namely as many as eight informants with quantitative analysis. This study aims to find out the existing facts to solve problems related to social adaptation and blended learning. Several forms of descriptive research, namely: (1) survey; (2) relationship studies; (3) developmental studies. This researcher uses a survey based on the state of

descriptive analysis above (Cohen et al., 2018). The survey method is used to get data from certain places following the facts; researchers collect data by sending questionnaires assisted by google forms and conducting online interviews via whatsapp with informants (by video call). The steps taken by the research in the survey include 1). Formulate research problems and determine survey objectives, 2). Determine the concept of the hypothesis and explore the literature, 3). Sampling, making questionnaires, 5). Fieldwork, 6). Data processing, 7). Analysis and reports (Creswell, 2015). The subjects of this study were new students at the postgraduate master of sociology education at FKIP Untan in the first and second semesters of the 2021/2022 academic year, with as many as eight people as informants.

The research procedure used by the researcher: a qualitative and quantitative approach (Mixed method) where semi-open research questions (online interviews via video calls) were used, which were sent to informants online via google form and whatshap. In addition, e-mail (e-mail) was used as an instrument for data collection, which was given to the research subjects as the primary resource persons in the study. In the collected questionnaires, the researchers carried out various tests before processing and analyzing the data, namely by testing the validity of the data through in-depth interviews, in-depth interviews by phone and

video calls, as well as source triangulation and technical triangulation from master students of sociology education and students outside Master of Sociology Education FKIP Untan.

The research data analysis that the researcher carried out was with a combination of two approaches. The description of the answers in the instrument in the form of research questions and the criteria/categories that became the focus of the research questions were descriptive, narrated, and analyzed descriptive (Hendarwati et al., 2021). The results of qualitative data processing are transformed into quantitative data using two-way/two-way ANOVA. The basis for using a two-way/two-way ANOVA is because the variation in the value of the data obtained is homogeneous, normally distributed, and the data measurement scale is at least ordinal for the independent variable, while the dependent variable is on an interval/ratio scale, so it is done by transforming the data which is still in qualitative language. Interpreting and interpreting quantitatively, integrated, and comprehensively is one way of interpreting the answers to the questionnaire data. Researchers use two-way ANOVA quantitative data analysis without interaction (Creswell, 2009). Assisted by inductive statistics (inferential-non parametric) using the Microsoft Office SPSS version 22 application adapted to the research problem. The informants as research resource persons were eight students with master's degrees in sociology education. The

research location was conducted online with informants from Landak Regency during the COVID-19 pandemic. Data collection techniques with indirect and direct communication. Data collection tools in the form of questionnaires and interview guide online (by phone/video call).

## DISCUSSION

Based on the processing of the collected data, the results of the research are presented as shown in table 1 below:

Table 1. Social Adaptation of Informants

Arguments about social adaptation in the implementation of blended learning	Persentase (%)			
	SS	S	TS	STS
There is psychological satisfaction when the adjustment made is considered successful. On the contrary, there is psychological dissatisfaction when it fails to adapt socially so that a sense of dissatisfaction arises.	2 (25)	6 (75)	0 (0)	0 (0)
There is work efficiency; successful adjustments appear as inefficient work/activities, while those that fail will appear in unproductive activities. For example, an informant who was unable to attend lectures at a social	1 (12,5)	7 (87,5)	0 (0)	0 (0)

education master's degree.

There are physical symptoms; an unsuccessful adjustment (failure) will be felt in physical symptoms, such as headaches, stomach pains, indigestion, and the like.

In social acceptance, a successful adjustment will cause an agreeable reaction from the community, while a failed one will cause a disapproving response from the district.

Total (% average)	9,38	28,12	1,56	10,94
Total % of answers	100	100	100	100

SS: strongly agree; S:agree; TS: disagree; STS:strongly disagree. Data source: Primary Data, processed, 2021

The process of social adaptation experienced as a practical experience of new students as informants cannot be separated from various obstacles, as shown by the following data:

Table 2. System Blended Learning Constraints in the First Semester of TA 2021/2022

Problem Blended Learning	Infor mant (f)	exper ience d (f)	Lectures (%)
Internet Network Interference (unstable wireless wifi)	6	5	35,71
Keterbatasan pemahaman dan ketrampilan dalam blended learning	2	2	14,29

Hardware and software owned are not up to date	3	2	14,29
Jaringan aliran listrik yang sering padam (lokal)	4	3	21,43
Time of involvement in studying blended learning lecture materials terbatas	3	2	14,29
Delays in work and delivery/submission of assignments, quiz material deepening	2	4	28,57
Busy outside of college	5	3	21,43
Limited quotas in lectures	2	3	21,43
Total % average problems/obstacles		24	21,43

Primary data sources processed, 2021

The following relatively similar obstacles faced when adapting socially regarding the implementation of blended learning in the second semester of TA 2021/2022 are shown in the following table:

Table 3. System Blended Learning Constraints in the Second Semester of TA 2021/2022

Problem Blended Learning	Infor mant (f)	Expe rienc ed (f)	Lectures (%)
Internet Network Interference (unstable wireless wifi)	6	5	35,71
Limited understanding and ICT skills in blended learning	1	3	21,43
Hardware and software owned are not up to date	2	2	14,29
Frequent power outages (local)	2	3	21,43
The time involved in studying blended learning lecture materials is limited	4	2	14,29
Delays in work and delivery/submission of assignments, quiz material deepening	2	2	14,29
Busy outside of college	3	2	14,29

Limited quotas in lectures	1	2	14,29
Total % average problems/obstacles		21	16,97

Primary data source processed, 2021

The COVID-19 pandemic in various countries, including Indonesia, has changed many social structures in society. One of the changes that occur is in education. The learning process or lectures must continue amid conditions that do not allow or are conducive to face-to-face interaction and communication on campus. The Ministry of Education and Culture, Research Technology (Kemdikbudristek) of the Republic of Indonesia through Circular No. 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of COVID-19 explained that in response to the increasing distance of COVID-19, it is recommended to carry out the learning process from home through online learning model (Dewantara & Nurgiansah, 2021).

The manager of the sociology education master study program FKIP Untan based on the reference to the provisions of the Circular above, the manager of the sociology education master study program also received approval from the results of a meeting agreed with the course lecturers and the support of the FKIP Untan leadership in the 2021/2022 academic year deciding to continue to carry out lectures to new students recruited in the first and second semesters which are currently running with blended learning. As the informant of this research, the new student came from the

Landak district. The blended learning model is that the lecturer tries to apply offline and online lectures alternately. However, in the implementation of blended learning lectures, empirically, the teaching lecturers have a more significant percentage of classes conducted online (online).

The existence of the ministry's circular confirms that the implementation of the lecture process for college students during the COVID-19 pandemic likes or dislikes experiencing changes. The main difference is in the lecture model that applies in the study program, where lecturers are in charge of courses as much as possible if they cannot carry out lectures offline, then use the online learning model/ online classes). Implementing online lessons for master's students of sociology education at FKIP Untan requires lecturers in the study program to carry out social adaptations in the teaching model during lectures to students.

Lecturers who were previously used to learning models brought together face to face on the postgraduate master's campus of FKIP Untan, where periodically on Fridays, Saturdays, and Sundays every two weeks, now had to meet through virtual media. Virtual media used to conduct online lectures are called online lecture media. Online virtual media is software that helps hardware work systems that can only be accessed using the internet network that contains text, photos,

videos, and sound as a means of online communication.

The use of online virtual media in conducting online lectures certainly requires skills. Most of these online media are still little used by university lecturers listed in the sociology education master's program, FKIP Untan. The same is true for new students as informants from the Landak district zone. Based on early observations, it is known that the new students as informants of this study before the COVID-19 pandemic had never conducted online lectures. Even though new students already have features such as smartphones, laptops, and personal computers (Pc), they still do not use these features to the fullest in carrying out teaching and learning activities. This is different from the conditions during the Covid-19 pandemic, where new students from the Landak district were encouraged by the local Education Office Officials to carry out online learning to force these informants to use their devices optimally to carry out virtual lecture activities (learning).

Regarding this, it requires a social adaptation process for informants from the Landak district so that new students can carry out online learning to the fullest. The method of social familiarization that new students try as informants between one person and another has a comparison. The comparison cannot be separated from people's competence, experiences, and social zones.



By paying attention to the data in tables 2 and 3 above, it can be known together with the causes of the obstacles faced by the informants of this study (new students) when adapting socially to take part in the blended learning system lectures in the sociology education master's program FKIP Untan. Considering the data in both table 2 and table 3, it can be interpreted that there are eight (8) findings of social adaptation constraints that become obstacles and the practical experience of new students when attending blended learning system lectures. If the percentage of blocks is sorted sequentially from the largest to the smallest in the first semester: (1) internet network disturbance (wireless wifi) is unstable, (35.71%) (2) delays in processing and sending/submitting assignments, quizzes, and deepening of material (28.57%), (3) then the electricity network that often goes out (local) by 21.43%, (4) limited understanding and ICT skills in blended learning, (5) other activities outside of lectures, (6) then the following social adaptation constraints on average of 14.29% are (7) the hardware and software owned by the informants are not up to date, and (8) the time of informants' involvement in studying blended lecture material is limited.

Statistically descriptive, in the first semester of the 2021/2022 academic year, the obstacles for new students in social adaptation in the implementation of blended learning were an average of 21.43%, as detailed in

Table 2. Furthermore, in the second semester of the 2021/2022 academic year, the causes of the obstacles faced by new students in Social adaptation in the implementation of the blended learning system are relatively the cause of which is dominated by internet network disturbances (unstable wireless wifi) of 35.71%. The constraints of limited understanding and ICT skills in blended learning and electricity networks that often go out locally amounted to (21.43 %). Meanwhile, other obstacles in the average percentage of (14.29%) are: hardware and software problems that are not up to date, involvement in studying blended system lecture material is limited in time, delays in work and delivery/submission of assignments, quizzes, and deepening of material, other activities outside of college, and the limited quota in lectures (Boyle, 2005; Casmana *et al.*, 2022; George-Walker & Keeffe, 2010).

In total (percentage of overall average) in the second semester of the 2021/2022 academic year, the obstacles for new students in social adaptation to the implementation of the blended learning system were 16.97%, with details as shown in table 3. the average percentage) the intensity of these obstacles gradually from the first semester to the second semester of social adaptation decreased by 4.46%. This means that students can begin to adapt socially to blended learning, although gradually (*Blended Learning*, 2005; Boyle, 2005; Ma & Li, 2021; McBain *et al.*, 2014).

This means that new students as informants in this study regarding the implementation of blended learning system lectures in the sociology education master study program can gradually overcome the obstacles to changing offline to online courses. Based on the data collection results collected in the form of a questionnaire submitted to the respondents with the help of google form, argumentation data was obtained when adapting socially, as presented in table 4.

Social adaptation statements about blended learning	Percentage (%)			
	SP	P	TP	STP
There is psychological satisfaction when the adjustment made is considered successful. On the contrary, there is psychological dissatisfaction when it fails to adapt socially so that a sense of dissatisfaction arises.	2 (25)	6 (75)	0 (0)	0 (0)
There is work efficiency; successful adjustments appear as inefficient work/activities, while those that fail will appear in unproductive activities. For example, an informant who was unable to attend lectures at a social education master's degree.	1 (13)	7 (87)	0 (0)	0 (0)
There are physical symptoms, and an unsuccessful adjustment (failure) will be felt in physical symptoms, such as headaches, stomach pains, indigestion, and the like.	0 (0)	0 (0)	1 (13)	7 (87)
Social acceptance and successful adjustment	3 (37)	5 (63)	0 (0)	0 (0)

will cause an agreement in the reaction from the community, while those that fail will cause a disapproving response from the district.

Total (% average)	9,38	28,12	1,56	10,9
Total % of answers	100	100	100	100

Description: SP:Very Satisfied; Q: Satisfied; TP: Dissatisfied; STP: Very Dissatisfied.

Data source: Primary Data, processed,

Based on table 4, it is known that the informants who feel successful in social adaptation (make adjustments) to the implementation of blended learning in the master of sociology education FKIP Untan, if assessed as a percentage of the average answer (for positive statements are very satisfied (9.38%) and satisfied 28,12%). At the same time, the negative comments are dissatisfied (1.56% and very disappointed 10.94%).

This is in line with previous research that the opinion of the informants related to lectures/learning through this blended system they can adapt. The following criteria can characterize this: informants have psychological satisfaction, self-adjustment after successfully adjusting socially, 25% and 75% of informants feel very satisfied. Next, as many as 12.5% of informants think they work more efficiently when informants can make adjustments successfully in adapting to blended learning lectures (Margaryan *et al.*, 2004; Schmidt *et al.*, 2018). This can be seen in the informant's performance in work/lecture activities conducted online, while the rest of the informants feel very efficient (87.5%).

This can be seen in the very efficient activities of informants. For example, students who successfully carry out their main tasks and functions as new students of the Sociology Education Masters Study Program, FKIP Untan.

Based on the answers collected from the informants, there were none and disagreed that there were physical symptoms, unsuccessful adjustment (failure) appeared in physical symptoms, such as headaches, stomach pains, and indigestion. Based on the answers collected and listed in table 4, the informant felt that there was social acceptance. The success of social adaptation or adjustment made by the informant related to the implementation of blended learning caused a very agreeable reaction (Martono *et al.*, 2020) from the community by 37.5%, while the remaining 62.5% agree from the community related to blended learning in lectures at the master of sociology education FKIP Untan.

## CONCLUSION

Based on the research results and discussions that have been carried out, the researchers conclude, in general, that the master's students of sociology education at FKIP Untan can adapt socially very well. There are relatively no significant obstacles to implementing the blended learning system in lectures in the first and second semesters of the 2021 academic year. /2022. In particular, it can be concluded as follows:

1. New students of the sociology education master program FKIP Untan in the COVID-19 pandemic era of the 2021/2022 academic year made good preparations for social adaptation in the first and second semesters, even though lectures were changed from offline to online patterns alternately in the implementation of a blended learning system that enforced by the lecturers of the subject.
2. In this study, the informants felt relatively constant in the form of social adaptation constraints for new students of the sociology education master program in implementing the blended learning system in the era of the covid 19 pandemic in the 2021/2022 academic year qualitatively as many as eight kinds of obstacles in the form of interference with internet wifi network connections unstable, (local) electricity network that often goes out, limited equipment and student skills in the use of ICT, student delays in processing, and sending/ submitting coursework assignments to lecturers online, answering quizzes and deepening material, the busyness of activities outside of lectures, the limited time they have in terms of lecture involvement and the internet quota/package that is owned in this case is relatively gradually adapting to the informants.

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## Implementation of Curriculum Development: Case Study on Early Childhood Education Teachers in Sragen Regency

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**Abstract.** This study examines the implementation of early childhood education curriculum development in rural areas by early childhood education teachers in Sragen Regency. The research aims to place teachers as facilitators in school changes based on their perceptions of implementation as a result of developing the Early Childhood Education curriculum that the Regional and Central Government continuously develops. This study used a qualitative design with a case study approach. The informants of this research were ten early childhood education teachers in rural and urban areas of Sragen Regency, where the key informants were policymakers, namely the Head of the Education and Culture Office of Sragen Regency. The study results illustrate the advantages and disadvantages of competency-based curriculum implementation based on the experience of each according to the location of the teacher where he teaches. It is also implied that effective curriculum implementation is something or information conveyed by the teacher to students when the learning process takes place. Such conditions did not run smoothly, but there were many challenges, especially for teachers in rural areas. Apart from the problem of implementing the curriculum, facilities and infrastructure, there is also a lack of funding and inadequate human resources. It is recommended that future policymakers, teacher attention, and parental involvement could employ these findings for a decision basis. It is also suggested that policymakers could prioritize educational arrangements in complex Early Childhood Education before curriculum planning and implementation. The importance of involving teachers in rural areas can accommodate the aspirations of local wisdom and cultural behaviour as a characteristic of a plural nation-state.

**Keywords:** Curriculum Implementation; ECE Teachers; Rural Areas

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**Abstrak.** Penelitian ini mengkaji penerapan pengembangan kurikulum PAUD di pedesaan oleh guru PAUD di Kabupaten Sragen. Penelitian bertujuan untuk menempatkan guru sebagai fasilitator dalam perubahan di sekolah dengan mendasarkan pada persepsinya dalam pengimplementasian sebagai hasil pengembangan kurikulum di kelembagaan PAUD yang terus dikembangkan oleh Pemerintah Daerah dan Pusat. Studi ini digunakan desain kualitatif, ada 10 guru PAUD di pedesaan dan perkotaan wilayah Kabupaten Sragen sebagai informan, selain informan kunci adalah pemangku kebijakan yaitu Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Sragen. Hasil penelitian menggambarkan bahwa ada kelebihan dan kelemahan dari penerapan kurikulum berbasis kompetensi yang didasarkan pada pengalaman masing-masing sesuai lokasi guru tempat mengajar. Tersirat juga bahwa implementasi kurikulum yang efektif adalah instruksi guru kepada peserta didik ketika proses pembelajaran berlangsung. Perspektif seperti itu juga banyak memberikan wawasan bahwa tantangan yang dialami oleh guru PAUD di pedesaan selain dalam implementasi kurikulum juga sarana dan prasarana yang kurang memadai, selain juga kekurangan sumber dana dan sumber daya manusia. Hasil penelitian merekomendasikan bahwa temuan penelitian ini dapat digunakan sebagai dasar untuk pemangku kebijakan di masa depan, perhatian guru, dan orang tua, bahkan ditegaskan bahwa pengaturan pendidikan di PAUD yang kompleks harus diprioritaskan oleh pembuat kebijakan sebelum perencanaan dan penerapan kurikulum, yang melibatkan guru PAUD di pedesaan sehingga kearifan lokal dan budaya perilaku sebagai ciri negara bangsa yang plural dapat terwadai.

**Kata Kunci:** Implementasi Kurikulum; Guru PAUD; Pedesaan.

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## INTRODUCTION

Some people think that early childhood education (ECE) teachers are only caregivers of children. In contrast, others are more assertive that ECE teachers are significant in preparing children for academic continuation in the future and providing opportunities for children to reach their maximum potential. Therefore, it is natural for some people to think that the government still lacks prioritizing funding for education at ECE. This condition further adds to the lack of enthusiasm for some teachers in carrying out their teaching tasks, especially in the community of teachers in rural areas (Biesta, Priestley, & Robinson, 2015). This condition is contrary to Article 24 of the African Charter (1986), which states that all human beings have the right to an excellent general environment to support the development of children. This regulation is essential for ECE teachers and students, who should enjoy the right to a conducive learning environment designed to increase early childhood (EC) in achieving optimal development. Therefore, it is necessary to involve teachers from the planning stage to implementation in preparing a curriculum.

(Kehily, 2012) stated that there is a lot of literature and research results showing that the lack of education policy stakeholders pays serious attention to the ideal concept of education, even if ECE in rural areas is neglected and marginalized from the educational circle as a result of which

children's development suffers from sluggishness. This condition is not much different from ECE in Sragen Regency, where ECE in urban areas dominates more than in rural areas. This condition also is contrary to the Education and Culture Office policy of Central Java Province, which is increasingly concerned with early childhood education. However, it is very different when the learning experience occurs in ECE students in rural areas from ECE in urban areas, even though they are still in one regency.

There is still much that needs to be addressed and done by the government and the community in order to improve the quality of the current ECE program, especially in rural areas, which lack learning facilities and infrastructure, including human resources.

There are around 998 ECE registered with the Education and Culture Office of Sragen Regency until now. Regarding the differences between urban and rural ECE, there needs to be a solution as alternative solutions to differences. This condition is solved if it begins with the identification of understanding of how to implement and develop a curriculum for ECE teachers who teach in rural areas to then discuss with ECE teachers in urban areas, either through regular, periodic meetings or other academic meetings in the form of pieces of training and others.

This research focuses on the belief of ECE teachers in rural areas to understand the existing conditions to stay motivated in

carrying out learning tasks. In addition, it also makes teachers carry out a series of learning activities for effectiveness in curriculum implementation. In order to fulfil and be able to answer these problems, the researcher asked several research questions related to the obstacles to implementing an effective curriculum, especially ECE in the rural areas of Sragen Regency.

The direct benefit of this research is to convince teachers to implement the curriculum as a result of development that is adapted to the conditions of the teaching area so that, in practice, it will be more effective in implementing the learning process in rural ECE. This is important because the existing policies cannot be applied optimally for ECE in rural areas due to many shortcomings. However, it is different from ECE in urban areas where human resources and learning facilities and infrastructure have met the standards of an ideal school. Therefore, this study also discusses the gap between ECE education in rural and urban areas in Sragen Regency. Thus, the main objective of this research is to explore the ECE teachers' perception regarding curriculum implementation in Sragen Regency, which has been developed by each ECE teacher and adapted to the conditions of the area where the teacher teaches. The curriculum implementation can be used as a framework that aims to value cultural identity and values and behaviour in addition to preparing children

for life in the future through the acquisition of practical competencies, literacy, and skill activities implied in the description of the implementation of ECE curriculum development in Indonesia, especially in rural areas with various obstacles.

## RESEARCH METHODS

This research method used a qualitative design with a case study approach. *Qualitative research methodology* is a procedure that produces descriptive data in the form of written or oral data and also words (Sugiyono, 2012). The research design is by looking at cases that describe the complexity of implementing rural PAUD curriculum development in Sragen Regency. The informants taken in this study were 10 ECE teachers representing ECE teachers in rural and urban areas.

Determination of the informants of this research used the purposive sampling technique. This technique includes people selected based on specific criteria made by researchers based on research objectives (Moleong, 2012). Informants were taken from organizational elements involved in the PAUD world, both teachers and education policymakers.

The data collection technique used documentation and also the application of the interview method, while to ensure the data was obtained, a focus group discussion (FGD) was conducted with the participants of PAUD



teachers in rural and urban areas as well as policymakers from the Education and Culture Office of Sragen Regency and the Center Development of Early Childhood Education and Community Education of Central Java Province. The data analysis used the model from Miles and Huberman. The stages of data analysis start from data reduction, data presentation, and concluding (Sugiyono, 2012).

## DISCUSSION

These research findings show that there are 3 (three) main problems that affect the effectiveness of implementing the ECE (read: new) curriculum as a development. The findings are: first, the new curriculum is applied by "coercion" at ECE; second, both teachers are less than optimal in understanding and interpreting the ECE curriculum because teachers (as change facilitators) are not actively involved in curriculum planning; and third, the lack of resources to support the successful implementation of the ECE curriculum, especially ECE in rural areas. In order to reduce these obstacles, it is recommended that some of the best practices for teachers are implementing the curriculum as a result of developing individual teachers adapted to their respective regions in the form of attitudes and cultural values as local wisdom.

The importance of curriculum implementation lies in ensuring teachers,

students, and parents are involved in curriculum implementation; therefore, students could get the desired learning experience in terms of knowledge, skills, ideas, and attitudes who are adapted to community conditions so that they later will have a spirit of independence (Mitchell, 2010). Meanwhile, the need for curriculum policymakers and implementers to always work together in bringing about curriculum changes because this change will be beneficial for the progress of the nation-state in the future (Nsamenang, 2018).

It can be emphasized that the involvement of ECE teachers as essential stakeholders in development considerations when planning and implementing the new curriculum needs to be involved. This is important because there is a view that childcare services view children as partners in implementing programs and providing services globally for the benefit of the future (Alfageme, Cantos & Martinez, 2013; Cook et al., 2014).

The introduction of children's participatory pedagogy into school curricula could enable more competent children and ECE educators as "guides" (Guo & Dalli, 2016; Maynard, 2012). Therefore, curriculum planners need to focus on achieving children's activities with various kinds of information to get input in planning and implementing the curriculum. This allows children to acquire practical and significant knowledge. The

findings show that curriculum implementation must go through a gradual process (Yan, 2014). It was further stated that because change is a complex phenomenon, policymakers need to work with stakeholders regarding the certainty of successful curriculum implementation. Evidence shows that policymakers need to understand that curriculum changes can affect various groupings, so there is a need to be prepared for stakeholders on all relevant props before new curriculum changes are implemented. (Woerkum et al. 2011) agree that some individuals may be resistant to curriculum changes when suddenly imposed on curriculum implementation. In other words, the curriculum can be implemented in stages to provide room for interest for curriculum review and improvement before the curriculum is implemented.

### **Teacher's Failure in Interpreting Curriculum Implementation**

The findings in this study indicate that teachers are minimal in interpreting the new curriculum due to the little guidance and support provided when it is introduced. This means that best practice as an agent in implementing the ECE curriculum must include training before teachers implement it. (Rusman 2015) says that some teachers can interpret and implement the curriculum through the steps that must be taken to ensure quality improvements in managing and

processing goals to improve learning and education. Much attention has been paid to various aspects of teaching, but some attention is less directed at understanding the material, specifically through the training of individual teachers (Ball, Thamnes & Phelps, 2012). It can be concluded that rural ECE teachers need to be given sufficient opportunity and time to study and interpret content with the help of other practitioners, for example, through training, because the level of understanding is significantly different from that of urban ECE teachers who have adequate human resources and infrastructure. Based on the study's findings, it was explicitly stated that the teacher's understanding of curriculum implementation would have a significant effect on the implementation of learning in the classroom.

### **Lack of Resources and Infrastructures in Learning Support**

The results show that rural ECE teachers lack quality resources to improve curriculum implementation. The study results also show that the lack of resources and material support (facilities and infrastructure) experienced and owned in some schools limits teachers from developing their creative skills (Johnson, Monk, & Swain, 2010; Nishino, 2013). Policymakers need to consider the availability of teacher resources as an essential factor when planning changes to a curriculum to improve

successful curriculum implementation (Eckel, 2013; Guo & Dalli, 2016; Kristen et al., 2016).

It is dangerous to expect teachers to implement work plans with little classroom teaching support, so stakeholder considerations should be focused on these conditions. Thus, the best practice for teachers for effective curriculum implementation is the need to involve teachers, parents, and students as essential players in resource mobilization during curriculum planning and implementation in schools.

The findings in this study also show that teachers from rural schools face more severe challenges in terms of lack of facilities and infrastructure and resources, materials and others (Croydon et al. 2016). It is clearly stated that ECE in rural areas is a small school organized around a community environment with sufficient resources. In Sragen Regency, a school with minimal activities is characterized by minimal facilities without appropriate classroom equipment. The Dapodik and EMIS (2019) reports show that at least 800 schools in rural areas in Sragen Regency are experiencing such conditions. Apart from the challenges teachers face in schools, within the new curriculum framework, all teachers are expected to ensure that students can achieve development and growth according to essential competencies, including creativity, independent and responsible character, and the development of broader life skills. Teachers become learning

facilitators in conditions of minimal resources, such as in several ECEs in Sragen Regency. It was concluded that there is an urgent need to prioritize allocating resources in schools to ensure successful curriculum implementation in teacher best practices. Children at the ECE level need the proper facilities and facilities according to the development of children aged 0-6 years so that learning activities can be practical. Several studies have shown that children learn best through fun play and object manipulation (Chikutuma & Mawere, 2013; Heckman, 2010; Stebbing, 2017). However, the lack of facilities and resources to use during play and learning experiences can harm a child's capacity to reach his or her full potential as a student.

### **New Form of ECE and Curriculum in Sragen Regency**

There is a tendency to recognize early childhood as a hot issue in the academic world in the international world, so various studies have been carried out mainly on child development. Several approaches have emerged as the accepted and dominant theory that explores child development. Some describe biological, physical, psychological, and socio-emotional processes, while others explain how and why these processes continue once they have been initiated. However, some models emphasize findings based on developmental and growth changes that occur among children; for some reason, in developed

countries, the context is very different from that in developing countries.

The rural context related to implementing the ECE curriculum in this research is Sragen Regency. Thus, increasing the training of ECE educators and integrating ECE into the mainstream of primary education has become a significant achievement for Sragen Regency Government; this is marked by the achievement of BAN ECE Accreditation and Non-Formal Education in 2019.

Various studies have also informed that integrating ECE into the mainstream aims to achieve overall child development, school readiness, problem detection for early intervention, prevention of problems later in life, and promotion of healthy development (Rusman, 2015).

Moreover, integrating Holistic Integration (HI) into the mainstream has various benefits. The IR program is confronted with classroom teaching and motivation to learn and perform school assignments more effectively. However, since 2013, several limitations of the previous ECE Curriculum have provided an opportunity to review the framework for ECE managers, including in Sragen Regency. For example, the old curriculum has been criticized for being too academic and restricting students from advancing early childhood character. The ECE curriculum reviewed is related to the character in lifelong learning, equality and justice, and

gender sensitivity. The preamble preceded this framework in Law Number 20 of 2003 concerning National Education Education; the implementation of the 2013 Curriculum began in the first phase in April 2013. Although the new curriculum benefits students, the weaknesses still exist, especially some ECE educators in rural areas still lack sufficient resources to spearhead the successful implementation of the framework.

(Ornstein & Hunkins 2014) state that at least effective curriculum implementation comes from careful planning and focusing on three key elements: people, programs, and processes. The researcher noted that certain schools failed to implement the curriculum due to negligence directed at teachers. In addition to the emphasis on teachers, some schools rely more on program or process modifications. Curriculum implementation is a separate process; teachers are expected to be able to plan, implement, and evaluate (Rusman, 2015). Thus, amid the Government's call to immediately implement the new curriculum (2013), ECE educators in rural areas are also expected to carry out classroom teaching well and have been able to implement it. (Goodwin, Roegman & Reagan 2016) argue that considering the importance of the role of educators as drivers of change to ensure that ECE students can reach their full potential for child development, even in all areas of life and for the preparation of children in the future. Therefore, teachers need to correctly define

and implement an effective curriculum, one of which is the application of learning based on environmental conditions and local wisdom in the learning process in the classroom and meaningful interactions in learning so that children's character can be appropriately represented formed.

Several ECEs in rural areas of Sragen Regency have weaknesses such as the lack of teacher resources that do not meet the standards of ECE teachers, lack of facilities and infrastructure, and the ratio between the number of educators and students has not been fulfilled. Therefore, the role of the PUAD teacher also influences the way the curriculum is understood and implemented. Even the interviews with teachers show that most educators in rural areas spend time interacting with students and collaborating with local communities. As a result, their perspectives, practices, and roles in curriculum implementation are even less than optimal. One procedure that can be done to overcome this problem is that Sragen Regency Government provides education and training, workshops are often held for ECE teachers, and scientific meetings or forums for academic activities, especially for ECE teachers, by bringing in competent resource persons in their fields. As a result, changes in understanding and implementation of the curriculum for ECE teachers in rural areas are beginning to be resolved through identifying teacher practices in the learning process, and henceforth being

almost parallel to the teaching practices of ECE teachers in urban areas eventually; therefore, the environment and local wisdom become a consideration in the implementation of the curriculum in the learning process for ECE teachers in Sragen regency.

## CONCLUSION

The results of the research and discussion conclude that there are many challenges experienced by teachers in implementing the curriculum for ECE in rural areas. This finding is based on interviews with teachers' experiences during a teaching at ECE. Effective curriculum implementation at the ECE level is not only based on the implementation of the curriculum set by the Government but also on the importance of the environment as local wisdom; even more important is the understanding of everything that the teacher conveys to students in the form of behaviour and character. In children, through the learning process.

This study adopts the ECE teacher institution as a theoretical framework as in the research findings that previous researchers have presented. ECE teachers in rural areas can apply this curriculum model because the resources and quality of teachers are not the same from one region to another, and the learning facilities and infrastructure owned by schools and the quality of human resources and the ratio of teachers to students are also different.

The curriculum implementation model can be an explanatory tool for ECE teachers in rural areas because these teachers represent rural areas in terms of resources and quality. This condition is undoubtedly different from implementing the curriculum in urban areas, which have been able to develop ECE with higher standards and quality. It all happened due to the availability of ready resources with quality academic support as well. Therefore, complex ECE arrangements must be prioritized by policymakers before curriculum planning, and implementation is implemented. It also means that the implementation of the curriculum must be based on ECE needs that are tailored to the geographical conditions of each school.

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