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Civic Disposition Based on Ecological Citizenship: A Case Study at SMP Negeri 1 Wirosari

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Abstract. Developing values and morals based on ecological issues provides opportunities for character development models in the educational environment. This study explores the character values of ecological citizenship generated in the Adiwiyata program at SMP Negeri 1 Wirosari. Program Adiwiyata or the green school program can be considered to formalise environmental care values. The research method employed a qualitative approach with a case study research design. Research informants were selected by purposive sampling involving the principal, the head of Adiwiyata, teachers, and students. Data were collected through observation, interviews, and documentation. Interactive data analysis techniques and data validity triangulation used Nvivo 12 plus software. The results show that the Adiwiyata program forms the character of ecological citizenship, including environmental concern, responsibility, mutual cooperation, discipline, and religion. The findings emphasize the potential for increasing ecological citizenship by providing environmental education materials, extracurricular activities, teacher role models, rewards, punishments, and collaboration with various parties. School principals should assess the adiwiyata program regularly so that it will be even better in the future and for teachers to increase motivation in fostering students to develop civic disposition values through adiwiyata activities.

Keywords: Adiwiyata; Civic Disposition; Ecological Citizenship

INTRODUCTION

Ecological relations between humans and nature need to be strengthened to maintain the environment's carrying capacity for life. Communities need to support environmental awareness and understanding of the values found in nature (Nathania and Hartanto, 2021). Environmental awareness becomes important because human life is closely related to the natural environment, where people depend on ecosystems that ensure sustainability (Niman, 2019). To save the environment, the Government has held a reforestation program through tree planting activities (Baharu, 2017). Unfortunately, currently, the damage to the

natural environment is still a severe problem with various conditions that threaten the environment (Niman, 2019).

(Khoiriyah, 2021) shows the low public awareness of cleanliness in the surrounding environment. Other data from the Ministry of Health explains that only 20% or 52 million residents understand environmental cleanliness (Litbang, 2018). (Kutanegara, 2018) reported that the environmental care behaviour index value was only 0.57, indicating the Indonesian people's low level of ecological awareness. This condition can exacerbate environmental damage and pollution that affects public health (Hasibuan,

2016). (Utama and Purnami, 2018) emphasize that the factors that cause low environmental sensitivity include lack of understanding of environmental conditions, lack of public morals, and the younger generation who have hedonistic and consumptive characteristics, resulting in a crisis of ecological awareness.

The young generation is the nation's successor in the future and has an important role, namely as the holder of control of social life (Tang, 2016). For example, youths carry out a clean village program to maintain cleanliness and environmental comfort (Hafid and Nanik, 2017). Not only in society, but the younger generation must also receive education in schools, encouraging their awareness of protecting and preserving the environment properly.

SMP Negeri 1 Wirosari is the recipient of the Adiwiyata school predicate with 963 students. This school has been running the adiwiyata program since 2017. However, according to information from the teacher, there were still found some students who littered. That is a challenge for the school because of its significant role in changing student behaviour so that they have a concern for the environment through preventive efforts by carrying out Adiwiyata activities. The Adiwiyata program is participatory by all students and teachers to create an environmentally-based school (Tim Adiwiyata Tingkat Nasional, 2012).

Several studies have shown that the

adiwiyata program fosters the school community's concern and responsibility for the environment. Research from (Zamzam and Arifiah, 2018) stated that the adiwiyata program created a clean, beautiful environment. (Rahmadiani et al, 2019) conducted a study with the results that students' attitudes towards environmental care in adiwiyata and non-adiwiyata schools showed no significant difference between adiwiyata and non-adiwiyata students in skills to prevent environmental damage. Other research from (Syam, 2021) shows that strengthening the character of caring for the environment through the Adiwiyata program has positive results and has a good influence on the character of caring for the environment of students, namely that there have been changes in students' roles in protecting the environment and obedience to regulations.

The study is necessary because existing studies have only examined the Adiwiyata program in developing the value of caring for the environment. Previous research has not led to the role of the Adiwiyata program in developing students' civic disposition values, namely civic character, which is one of the main competencies of civic education in addition to civic knowledge and skills. Civic disposition is a civic character that aims to foster the character of private citizens so that they have norms, ethics, and morals and uphold human dignity as part of civic education (Rahmatiani and Indriyani, 2021).

Pancasila and Citizenship Education focuses on creating students with character who can carry out their obligations in society and the state. These subjects are essential in making good Indonesian citizens (Permendikbud, 2014).

Adiwiyata program needs to be viewed from the perspective of Citizenship Education because it has a close relationship. Through civics learning, various knowledge of ethical values, values, and morals are obtained, which students should be able to apply in everyday life as well as an indicator of the benchmark for achieving student character through the development of civic disposition.

RESEARCH METHODS

This study used a qualitative approach with a case study design that was suitable for displaying complete and in-depth data in exploring the social phenomena; development of the Adiwiyata program in growing the character of ecological citizenship at SMP Negeri 1 Wirosari. Seven informants were selected using purposive sampling, including the principal, the head of adiwiyata, two teachers, and three students. Data were obtained using various data collection techniques, including interviews, observation, and documentation.

According to (Creswell, 2012), the data was examined for its trustworthiness with triangulation. The triangulation stage was carried out using the Nvivo 12 Plus software.

The data analysis was carried out sequentially, including initial, axial, and selective coding using Nvivo 12 Plus software.

DISCUSSION

Adiwiyata Program: Ecological Citizenship in Educational Practice

SMP Negeri 1 Wirosari is an inspirational school as an adiwiyata school specifically to grow students' awareness of the environment. With various Adiwiyata activities, we are able to create a school with an environmental culture. Caring for the environment gives a relaxing effect in carrying out activities in the school environment. Environmentally based schools have four components, all owned and fulfilled by SMP Negeri 1 Wirosari (Julaiha and Maula, 2018; Sitisyarah and Mustika, 2017).

Environmental-based policies include several indicator points related to morals or ethical procedures for school residents regarding the environment in the vision and mission (Utaya, 2021). Through a vision and mission that is environmentally friendly, it is designed to make school regulations that are used as guidelines for making various activities to invite school residents to maintain cleanliness.

Environment-based curriculum in SMP Negeri 1 Wirosari was developed by providing material related to environmental education. There is a positive impact on the environment as a whole through the development of

environmental education in the Adiwiyata program in a structured manner with a policy and curriculum approach (Indahri, 2020). In implementing the Adiwiyata program, schools have adequate and well-managed infrastructure facilities to preserve the environment (Fahlevi and Jannah, 2020; Roswita, 2020). The effectiveness of the program is realized through the optimization of personnel resources, curriculum, facilities and infrastructure, as well as seriousness in maintaining quality control (Prasetyo et al., 2020)

An environmentally friendly school is dedicated to realizing ecological citizenship through growing students' environmental awareness and concern. Ecological citizenship is citizens' ethical and moral procedure to their environment (Jannah, 2018). The emergence of the idea of ecological citizenship is due to considerations of justice and injustice in the environmental field, which is the root of attitude change (Dobson, 2007). Ecological citizenship cannot be separated from the adiwiyata program because ecological citizenship has a relationship with students' behaviour towards the environment (Yusuf et al., 2020). The behaviour of ecological citizenship in most students is in a good category.

Citizenship Education as a character lesson plays an important role in optimizing the implementation of adiwiyata activities through the provision of environmental-related

education as well as teaching students to have the competence of civilized citizen participation in the environment (Syifa and Dikdik, 2018). In Civics learning, the teacher includes elements of ecological citizenship to foster students' environmental awareness.

Table 1. Results of Adiwiyata Program Implementation

Adiwiyata Program	Achievement	Results
Environmental education Activity: Incorporating elements of ecological citizenship into every subject that contains moral values, guiding students' environmental care behaviour	Students participate in each subject that includes environmental -based activities	The realization of ecological citizenship, namely, students grow awareness and concern for the environment
School environment maintenance Activities: School garden maintenance, planting biodiversity, cleaning drainage channels, clean Friday activities, class pickets	Students actively participate in various environmental care activities as a form of awareness and concern for preserving the environment through managing and protecting the environment	The school is beautiful, clean, and beautiful because it has many well-maintained plants so that it is comfortable to use for learning activities
Land use and school facilities Activity : Utilizing used goods as handicrafts, processing organic waste, using part of the land in the park	Students carry out land management activities and use school facilities following the teacher's directions and instructions	Make students understand how to manage the environment properly and correctly

for fish ponds,
using
greenhouses as
learning
facilities

Table 1 shows the final result of the Adiwiyata program as a change in behaviour, especially in students (Indahri, 2020). Changes in behaviour exhibited by students in SMP Negeri 1 Wirosari This can be seen through students' actions and participation in school environmental activities, as shown in Table 1. This indicates that students are aware of building a relationship with nature, which positively impacts student development by developing an attitude of caring for the environment, discipline, responsibility, mutual cooperation, and religion. Implementing the adiwiyata program, becomes a force to create environmentally sound school institutions.

The implementation of the Adiwiyata Program makes students feel happy. It is beneficial to get more support and attention from the teachers in carrying out a series of Adiwiyata activities, which have many benefits. (Haris, 2018) revealed that the Adiwiyata program created a comfortable, conducive, and enjoyable learning atmosphere. Reinforced by research results which state that this program can change the behaviour of students to become aware of cleanliness and environmental sustainability (Sitisyarah and Mustika, 2017), In addition, teachers play an essential role in assisting students and participating in every Adiwiyata activity, as well as providing insight into

information related to the environment to form an attitude of ecological citizenship. (Paparang, 2017).

Ecological Citizenship Formation Strategy: Mandatory program and Habituation

Schools in realizing ecological citizenship, namely growing awareness and concern for the environment, are carried out through coaching, habituation of cleaning activities, and energy-saving movements. The habituation taught by the program is a form of responsibility that creates good cooperation and activeness from all school members to impact social life. In implementing the adiwiyata program, a working group is formed that involves the active role of students. Each working group has a coordinating teacher to regulate the implementation of the working group (Fitriani, 2020; Rahmandani, 2019). The form of student participation in various environmental care activities is a form of awareness and concern for preserving the environment through managing, caring for and protecting the environment (Sulistyarini et al., 2022).

. Adiwiyata program implementation affects students' environmental literacy (Supriyanto, 2020). The impact is significant, such as a change in how students behave, are responsible, care and are aware of the existence of the environment. A person's environmental literacy status can be measured based on the criteria for environmental literacy components, namely knowledge, cognitive

skills, attitudes and environmentally responsible behaviour (Arbiana, 2019). In the implementation of the Adiwiyata program, various obstacles are always found. Still, they can be handled well by the teachers through various types of efforts to encourage students to improve their caring character and shape students' creativity or innovation to protect and manage the environment (Sitisyarah and Mustika, 2017). Teachers in solving existing problems use several strategies to form students' ecological citizenship.

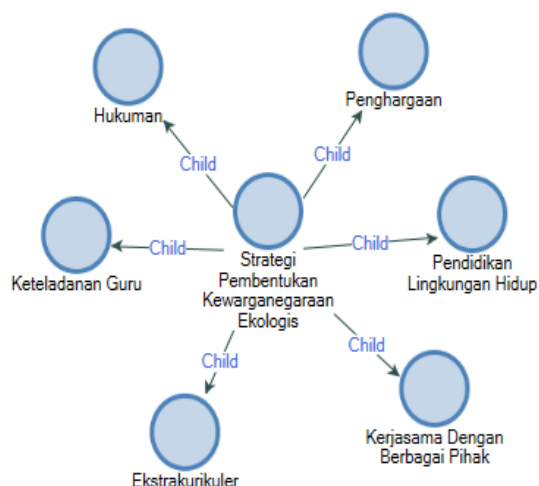


Figure 1. Formation of Ecological Citizenship
 (Source: Nvivo 12 Plus Output)

Figure 1 explains that schools carry out the strategy of forming ecological citizenship by, first, providing environmental education learning environmental education instilling character values to school members, which include knowledge (cognitive), awareness or willingness (affective), and action (psychomotor) (Juraid, 2019). Environmental education has been included in every subject to foster student behaviour to continually

maintain and care for the environment and obtain insightful information related to ethical and moral knowledge that leads to a more prosperous life (Nurhafni et al., 2019; Wardani, 2020; Arif, 2018). Second, optimise extracurricular activities related to the environment through scouting extracurricular activities (Fahlevi and Jannah, 2020). Scout activities instil ecological citizenship by taking concrete actions under the Scouts' Dasa Dharma, which teaches us to love nature through environmental care and preservation activities. Third, by creating clean and healthy schools by providing teacher examples (Diyan, 2020), Scout activities instil ecological citizenship by taking concrete actions in accordance with the Scouts' Dasa Dharma, which teaches us to love nature through related activities to environmental care and preservation. Third, creating clean and healthy schools by providing teacher examples (Fadlilah and Ngabekti, 2018). The punishments given are educational, such as sweeping, throwing garbage, etc., for those who break the rules about cleanliness. Fifth, giving awards to students helps instil students' attitudes towards being more positive and sensitive to the cleanliness of the school environment.

Rewards also have a good impact in the form of an impressive and enjoyable experience for students (Rachman and Maryani, 2018). The award is given at the class meeting that is determined and handed over by

the school to the class with the title of the cleanest classroom so that it impacts every student competing enthusiastically to make the condition of the class environment always clean and tidy. Sixth, schools increase cooperation with environmental agencies (Kantun et al., 2019). Cooperation is carried out with parties such as DLH (Environmental Service), which assists 1000 plants and socializes the manufacture of compost. Many parties attended as well as participated in the mass tree planting in the school environment, including the DLH, police, Koramil, community, and environmental volunteer alumni. The community is involved to help save and monitor the environment around the school (Chunya, 2017), by maintaining the plants that are outside the school so that nothing is damaged. Cooperation is also carried out with the puskesmas to carry out an MOU to check periodically in order to ensure that the school canteen sells food that is not dangerous and healthy.

CONCLUSION

Ecological citizenship cannot be separated from the Adiwiyata program. Environmentally-based school activities in implementing the Adiwiyata program have succeeded in developing civic character, including an attitude of caring for the environment, responsibility, mutual cooperation, discipline, intelligence, and religion. The character of ecological

citizenship is developed in the Adiwiyata program at SMP Negeri 1 Wirosari through establishing an environmentally friendly school vision and mission and an environmentally-based curriculum integrated into every subject. These Adiwiyata infrastructure facilities are well managed and supported by the active participation of all school members during the Adiwiyata program to raise awareness and concern for the environment. Strategies carried out to form ecological citizenship include environmental education, extracurricular activities, teacher role models, rewards, punishments, and collaboration with various parties. This research is useful to contribute in the form of ideas in the scientific development of Citizenship Education, primarily related to the development of students' civic disposition and adding information about Adiwiyata schools. Suggestions for further researchers, it is hoped that the results of this study can be a reference for future researchers who will discuss the same thing in other places and seek to improve previous research with various existing topics, as with the matter of developing a more diverse citizenship character.

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Student Movement in The Era of The Joko Widodo: A New Generation of Indonesian Democracy

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Abstract. The student movement is part of a social movement and is the most important factor in realizing social change. The democracy index in the era of Joko Widodo's administration shows a downward trend, this encourages the increase in the Indonesian student movement. Several policies of the Joko Widodo government are seen as Contrary to the interests of the community, such as the revision of the KPK Law, the drafting of the omnibus law, and the arrest of activists of civil society movements. This article explains specifically the student movements that existed during the Jokowi presidency during the first period and the second period. The research data obtained were analyzed and interpreted to see the extent to which the student movement had an impact on government policy. In the era of Jokowi's leadership, the student movement continues to oversee the government's agenda through controversial policies. In the second period under Jokowi's leadership, the student movement was still carried out and never stopped taking action as a result of several government policies that were not in favor of the community.

Keywords: Student Movement; Social Movement; Democracy

INTRODUCTION

The decline in the quality of democracy in the era of Joko Widodo's administration has led to an increase in the student movement in Indonesia. The escalation of the student movement occurred not only in mass actions (demonstrations) but also in the form of activism on social media. This is driven by several policies of the Joko Widodo administration which are considered to be against the public interest. Jefri PP GMKI highlighted the pre-employment card program which had problems in its implementation. Including the ratification of the work copyright law which is detrimental to workers and only cares about foreign investors (bisnis.com). Sopice Sawor, one of the representatives of the

Tehit Tribe, since 2013 an indigenous group in South Sorong Regency, West Papua, has rejected a company plan to open an oil palm plantation on their customary land (bbc.com). (Yozar Anwar, 2015) states that the student movement is an independent value movement and usually has very broad political implications.

Previous studies that discussed the student movement in the democratization process in Indonesia have three main tendencies. First, the study of the student movement that occurred when the rejection of the Draft Criminal Code Bill (RUU KUHP) and the revision of the Corruption Eradication Commission Law (RUU KPK) were seen in two perceptions, namely part of student

criticism and narcissism. Second, research that explains the student movement is part of a participatory democratic culture that is based on idealism and a socio-political perspective. Third, the study of the student movement is seen as a movement of love and responsibility for the homeland and the future of society (Pratama, 2018). Of the three trends, there is no study that discusses that trend. This study discusses the shortcomings of previous studies on the student movement in the Joko Widodo era. In particular, this article will map the shape of the student movement in the Joko Widodo era. In addition, this study also wants to explain the factors that cause the increase in student movements. Finally, this article discusses the impact of the student movement in the Joko Widodo era. The answers from this research are expected to add references to the study of student movements in Indonesia. The emergence of the student movement in the Joko Widodo era was not only caused by political factors, but also by complex conditions/factors such as the economy and government policies.

The increase in student activism is not only caused by political problems, but also by problems of justice that are not felt by all circles of society. The public's expectations for Joko Widodo when he was elected as President were very high, but the facts were the opposite, causing people's disappointment with policies that were considered contrary to the interests of the people.

The student movement is an important force that contributes to change in society. Students are often referred to as the fourth branch of government, so many people call students the heart of a nation (Rozak et al., 2003). According to Dhaniel Dhakidae, the student movement consists of two groups: a group that discusses aspects of the moral struggle that weighs right and wrong, and a group that discusses the calculation of pragmatic political strengths and weaknesses (Jazimah, 2013; Maiwan, 2016). The student movement has a principle as a moral movement, namely the student movement is built on the values of justice or arbitrariness of power (Marianto & Hasanuddin, 2017). The student movement is identical to a large-scale movement that plays an important role in correcting socio-political disorientation. This student movement generally sided with the people and defended their interests. The student movement is part of a social movement and is the most important factor in realizing social change (Sharia & Hal, 2019; Akbar, 2016).

Students in Hong Kong under the command of Joshua Wong (in 2012 and 2014) staged a large wave of demonstrations in the city streets, they protested the communist government's plan in Beijing to issue an extradition bill, because it was considered contrary to democracy and human rights (scmp.com/12/01/2012; bbc.com/25/06/2019; Chile (2019 and 2011) were also hit by wasive

student actions protesting the increase in subway ticket prices and reforms in the education sector (Aguilera, 2020; Kubal & Fisher, 2016).

Student movement cannot be separated from the socio-political situation that occurs at the national level, when these conditions are considered disturbing, students will take part in the movement for change. The Indonesian Student Action Association (KAMI) was formed. Various protests were organized by WE in collaboration with the TNI, in line with Tritura's demands, namely the disbandment of the PKI and its grassroots organization, the reorganization of the Dwikora cabinet and a reduction in the price of basic necessities. After the G30S erupted, Force 66 was triggered by the issue of Communism which was considered dangerous for the State (Maiwan, 2016; Novianto, 2016; kompas.com/29/08/2021).

The Malaria incident in 1974 can be described as the starting point of the overall resistance to Suharto. It was marked by anarchic and anti-Japanese action by Indonesian students. The volatile issue is the rejection of Japanese foreign capital because it leads to widespread abuse and corruption by officials. The peak of the student movement occurred in 1998, when the Monetary Crisis hit the rupiah. The Student Movement was carried out in various parts of Indonesia and succeeded in removing Suharto from the throne of leadership. After the fall of the Suharto regime

during the BJ Government. Habibie also could not be separated from the actions of students at that time which became the focus of the student movement, namely rejecting the special session in the MPR. After the election of Gusdur by the MPR, the Student Executive Committee of the Syarif Hidayatula State Islamic Institute in Jakarta gathered at the roundabout outside the Indonesian hotel. They demanded that President Abdurrahman Wahid immediately resign from the presidency because he was deemed incompetent. Meanwhile, under Megawati's presidency, the Student Movement was triggered by the increase in fuel and electricity prices, and the basic electricity tariffs continued to rise. Around 1,000 BEM students from Jakarta, Bogor, Tangerang and Bekasi rallied on Jalan Teku Umar, Central Jakarta. During the SBY administration, which was also hit by protests by students, BEM SI carried out a massive evaluation, pushed for the demands of the Seven People's Laws (Tugu Rakyat) and carried out a national action in front of the State Palace in May 2008 (Jazimah, 2013; Padiatra, 2015 ; Wirajati, 201 ; Khairani, 2016; Jubaedah, 2019; Dienaputra et al., 2001; Mustofa, 2018; metro.tempo.co/31/05/2004; Novianto, 2016)

RESEARCH METHODS

The research method used in this research is descriptive qualitative research method. According to (Sugiyono, 2016),

qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument (Raharja, 2021) . This article describes specifically about the student movements that existed in the Jokowi presidency in the first period and the second period. Where there are several student movement events that demand issues that are currently being discussed in the public sphere, including the Draft Criminal Code Bill (RUU KUHP), the KPK Bill and the Omnibuslaw (Job Creation Law) which apwas proved by the DPR. This study uses a qualitative approach with an analytical descriptive approach that utilizes data sourced from scientific articles in Google Scholar, Garuda, Sinta and journals managed by various institutions. In addition, this study also took some information about student movement activities spread across various online media, such as kompas.com, tempo.co, cnnindoensia.com, scmp.com, bbc.com, business.com, news.detik.com and so on. The research process was carried out first by collecting related articles or journals, and relevant online media and then carried out a more in-depth analysis. Descriptively, this study aims to explain the forms of student movement in the Jokowi era. The research data obtained were then analyzed and interpreted to see the extent to which the student movement had an impact on government policy.

DISCUSSION

Student Movement 2014-2019

People's expectations of Jokowi are considered humanist, democratic, simple and nationalist. when making promises related to Indonesia's development in several fields of infrastructure, strengthening the KPK, natural resource management, debt reduction, reducing / lowering fuel subsidies by 60 trillion and energy prices by 20% gave the public high expectations of Jokowi's leadership. Public optimism towards Jokowi in achieving national reconciliation, creating a transparent government, and filling the cabinet with professionals and free from party intervention. As long as Joko Widodo serves as Mayor of Solo and Governor of DKI, he is believed to have succeeded in carrying out his duties, this is also what led to Jokowi being elected president.

Public doubts about Jokowi's leadership have been seen since his leadership in DKI, related to the case of the rusty Transjakarta Bus and Public Line City Bus (BKTB), Procurement of Transjakarta buses and Public Line City Buses (BKTB), which are one of the capital's flagship programs, should receive supervision. intense and rigorous. Jokowi's words about his simplicity in supporting local products, but his family prefers to wear hype/branded clothes, this is clearly the opposite of Jokowi's words.

In the first period, after the election of Jokowi as president to be precise on March 31,

2015. The increase in fuel oil (BBM), led to student action against the increase in subsidized fuel carried out by the Indonesian Student Alliance on Jalan Diponegoro. Student action also took place at the Solo City Hall. The action was carried out by the Solo Raya Student Front, the students demanded that the government under Jokowi's leadership reduce fuel prices and restore subsidies. Lowering the price of basic needs and stabilizing the people's economy as well as inviting the public to reject the increase in fuel prices and return subsidies (Sunaryo, 2015). In the protest against the inundation of the Jatigede reservoir in Sumedang, the community urged the government to treat the people well. The community, accompanied by the Agrarian Reform Movement Alliance, demands 3 things, the Jokowi-JK government in particular delays the inundation of the Jatigede Reservoir until it is ensured that the affected people can live properly and continue to improve their welfare as before, provide fair compensation to residents living around the reservoir, and have refused to use it. violence, intimidation, and terror to expel citizens (Susanti, 2015). A number of residents in Central Lampung Regency who were affected by the Trans Sumatra toll road construction project in Lampung Province refused to determine compensation because it was not based on the current market (Tempo.co, 2015). The University of Indonesia Student Executive Board (BEM UI) held a protest

action related to the Jakarta Bay Reclamation to be carried out by the government at the Coordinating Ministry for Maritime Affairs Building, Central Jakarta. Students oppose the reclamation of Jakarta Bay because it has damaged the ecology and coastal ecosystems in various ways. Then, the determination of this reclamation project resulted in a decrease in the income and welfare of fishermen around the coast of Jakarta Bay (Sari, 2016). Community action related to the idea of building a cement factory in Sukolilo, North Pati, Central Java, originated from the intention of PT Semen Indonesia (Persero) to build a cement factory in the Kendeng Mountains. The villagers of Sukolilo believe that setting up a cement factory will damage the environment. The community sued PT Semen Indonesia (Persero) regarding the construction of a cement factory. The construction of this cement factory also violates existing regulations (Kompasiana, 2017). In the third year of the Jokowi-JK administration, student activists demanded the abolition of the Perppu on mass organizations. The Perppu on mass organizations is considered an expression of Jokowi's anti-criticism because it limits the freedom of Indonesian organizations and demands to improve welfare inequality. During the three years of his reign, the government was seen as turning a blind eye to social interests, especially the underprivileged, and development in the Jokowi era. Students

perceive that they are more inclined to foreigners and middle class people above (Tiara Sutari, 2017). Not only that, at the Jakarta Horse Statue Roundabout, members of the Student Executive Board (BEM) throughout Indonesia and Labor held an action to review the three-year strategy of the Jokowi-JK administration. The government's progress during Jokowi's presidency is considered to have eliminated social interests, especially among the poor. Government development in the Jokowi-JK era is said to be more oriented towards foreigners and the upper-middle class. (Rismawan, 2017). At the PT AP I office, student activists from various universities who are members of the Airport Rejection Alliance (ATB) protested against the airport construction. In Kulon Progo, students respond to oppression and criminalization in Kulon Progo, students protest and reject the forced eviction of the remaining residents (Bbc.com, 2017). A mass of students from the solidarity network of the Alliance against Kulon Progo Airport again held a protest action in front of the PT Angkasa Pura (AP) I Yogyakarta office, rejecting the construction project of the New Yogyakarta International Airport (NYIA) airport in Kulon Progo Regency. Students demand the government to stop the eviction of Kulon Progo residents (Hanafi, 2017).

Within the framework of Jokowi's one-year term, various elements of students and society expressed their attitudes and demands

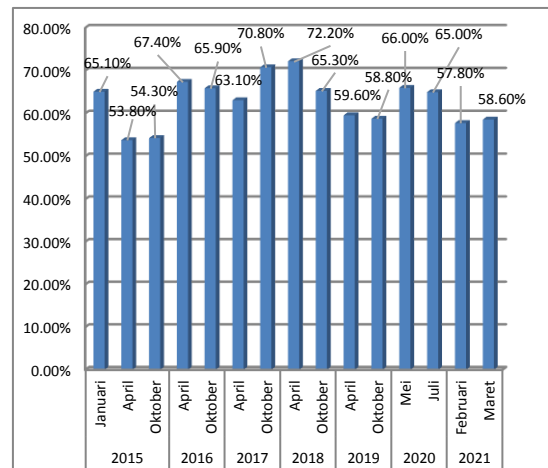
through demonstrations in various fields. In Jakarta, the Student Movement's actions were carried out not only by students but also by the community, such as at the State Palace, the National Monument Cross Horse Statue in the National Park, the DPR/MPR RI Building, and the DKI Jakarta City Hall. students feel that Jokowi Jusuf Kalla's government is more likely to fail. In 5 aspects, namely aspects of International Relations, Security, Law, Economics and Politics. From an economic perspective, students assess that Jokowi-Jusuf Kalla are doubtful in making improvements in the economy and their policies that are not in favor of the people. In the political field, students also questioned the government's political will in formulating pro-people policies. Students also doubted the performance of the Ministers in the Working Cabinet and that bureaucratic reform was not working properly. From a legal perspective, students also doubt whether the law in Indonesia has improved during the one year of Jokowi's administration. In the international relations sector, students question Indonesia's position in the international political arena. The reliability of foreign policy indicators is questionable, and Indonesia's influence in the international arena is still considered insignificant. In the security sector, students doubted the Jokowi-Jusuf Kalla government in terms of improving security, reducing SARA conflicts and questioning the effectiveness of the government's performance in reducing the

understanding of radicalism and separatism. From some of these aspects, Jokowi has been considered a failure in six areas, namely health, law and eradicating corruption, economy, environment, education and energy (Farhan, 2008).

The election of Firli Bahuri as chairman of the Corruption Eradication Commission (KPK), caused several rejections from KPK employees and the public, Firli was one of 10 names submitted by Jokowi. KPK employees and the public took action against Firli which was considered very problematic, the community did not want the anti-corruption agency to be led by people who violated ethics. Most of the people are worried that if the Corruption Eradication Commission (KPK) is led by problematic people and the addition of a revision to the KPK Law which seems to weaken, the KPK's corruption eradication performance will be paralyzed. Student activism began on October 3, 2019 due to the issue of the weakening of the Corruption Eradication Commission (KPK), a student movement that demanded legislators and the government stop passing a controversial law that puts new limits on individual freedom and criminalizes acts that insult state institutions, including parliament and president. This was triggered by the hasty decision to revise the Corruption Eradication Commission (KPK) Law, which weakens corruption oversight by undermining the commission's independence and limiting investigative powers. The Student

Movement Action finally broke out on September 20, 2019 regarding the rejection of the ratification of the Corruption Eradication Commission Law (RUU KPK) and the Draft Criminal Code Bill (KUHP). Students from various universities have submitted motions of no confidence to the DPR. This proposal has been put forward because the DPR has ignored the criticisms of students and the public on the revision of the KPK Law which was passed by the DPR. They feel that reform has been undermined. Student activism also occurred related to the increase in BPJS, Students of the All-Indonesian Student Executive Board (BEM SI) rallied in front of the Ministry of Health building to protest the increase in BPJS Health contributions following the signing of Presidential Decree No. , who oppose payments they believe are excessive (Suhendra, 2019). The birth of #ReformasiDiKorupsi encouraged a large number of Indonesians to comment on and criticize the revisions to the KPK Law and the Criminal Code Bill, as well as to support the Student Movement. Students even used the hashtag #ReformasiDiKorupsi to demonstrate and demand rights. The power of #Reformasi in Corruption is still used throughout Volumes II and III, not just for the initial action. As a

result, students who initially only used #ReformasiDiKorrupsi as a campaign hashtag, are now able to act and demand their rights. (Amelia, 2021). The Criminal Code and the KPK Law have several controversial articles that encourage students to act. These articles cover topics related to Abortion, corruption, insult to the president, adultery, and homelessness are all issues that need to be addressed. Article 432 of the Criminal Code concerning the Homeless is one of the disputed provisions, which stipulates that the homeless on the streets or in public places who disturb public order can be punished with up to 1 million. This provision directly contradicts the 1945 Constitution of the Republic of Indonesia which states that the state is responsible for the care of underprivileged and neglected children (Syahrul Jiwandono & Oktaviyanti, 2020). This Student Movement demands justice because it objected to the rules made and considered the articles related to the Criminal Code Bill to be unreasonable. The revision of the KPK law has a major impact on the credibility of independent institutions. The KPK in the government system is an institution that monitors state corruption issues. The revision of the law shows that there are efforts by members of the government to try to weaken the KPK.



Graph 1.1. Indicator of Public Trust in Jokowi

Source: Prepared by the author from various sources

The data above shows a decline in the level of public trust in President Jokowi. This is caused by various kinds of policies that make people afraid to express their opinion and it is increasingly difficult for people to demonstrate or protest because of the large number of criticisms or silences of public opinion and policies that are not in favor of the community.

Student Movement 2019-2022

After serving one term as president of Indonesia, Jokowi was re-elected to become president after cooperating with Ma'aruf Amin as his deputy, which is certainly more attractive to the majority of the people. Some people are still optimistic that Jokowi can solve problems that exist in Indonesia, especially fixing economic problems and opening up greater job opportunities for the community.

Public doubts about Jokowi's leadership were initiated by the policies that existed during Jokowi's first term as president. Where these policies are not at all in favor of the community and the regulations made by Jokowi in the third year in the first period reflect Jokowi as an anti-Citik because it limits the freedom of Indonesian organizations. Moreover, the results of the presidential election announced at night are a question mark for most people. Jokowi is also considered a failure in running the government during the first period by most students, this is a public doubt in Jokowi's leadership.

Under the Jokowi administration, one of the National Strategic Programs (PSN) 2020-2024, namely food estate, has become the main program. The Civil Society, which consists of 162 institutions and individuals, rejects the existence of rice or food crop printing program in Central Kalimantan. Rice printing is not considered a response to food availability during a pandemic. The Civil Society coalition is a combination of 162 institutions including the Indonesian Environment Forum (Walhi), Auriga, JPIC Kalimantan, Pantauganbut, Pusaka Foundation, University of Indonesia Student Organization, University of Palangkaraya and other institutions. The Food Estate Program was launched under the pretext that during the COVID-19 pandemic, food security was a major concern this year (Triwibowo, 2020). Student activism also occurred in Konawe, Southeast Sulawesi. A

Several students taking action against the entry of 500 Chinese Workers (TKA) at the door area of Haluoleo Airport received rejection from students and various elements of society. The students who were divided into several groups protested the arrival of 500 Chinese workers (TKA) who would work for a mining company in Konawe Regency, Southeast Sulawesi (Detiknews, 2020). Rejection actions related to the entry of Foreign Workers (TKA) were also carried out by the community. In this action, the community emphasized that they rejected the arrival of 500 foreign workers (TKA) in the Southeast Sulawesi region. In addition to rejecting the arrival of foreign workers (TKA), the community is also disappointed with the Governor and Chair of the Southeast Sulawesi DPRD who allow the entry of foreign workers (TKA) (Arjanto, 2020). On July 14, 2020, a student protest took place in Jakarta. A group of Papuan students from the Anti-Special Autonomy Action Committee demonstrated in front of the Ministry of Home Affairs (Kemendagri) office against the implementation of Special Autonomy (Otsus). According to the students, this policy was not in accordance with the demands of the people of Bumi Cendrawasih. The protest action taken by students began with the Indonesian government's intention to extend the special autonomy status of Papua which will end in 2021 (CNN Indonesia, 2020). The ratification of the Ciptaker Law drew protests because many articles were

considered dubious. Among the series of provisions in the "sweep the universe" law that has drawn criticism and attention are those related to employment, investment permits, and the environment. The process of developing, discussing, and ratifying the Omnibus Law was also criticized for being considered non-transparent and formally flawed. The many problematic articles in the Ciptaker Law and the DPR's carelessness in ratifying the policies proposed by the Jokowi government have surprised many trade unions, civil society, and students. This situation later became the cause of the breakup of the student and labor movement (Gumay, 2020). Members of the All-Indonesian Student Executive Board (BEM SI) were involved in actions related to the Omnibuslaw Law. Students protested the Omnibuslaw Law because it was considered not in favor of the people (Iradat, 2020). Coiniding with one year of the Jokowi-Maaruf Government, the Student Movement Action broke out again on October 20, 2020. Students demanded that the government revoke the omnibus law and issue a government regulation in lieu of the Act alias Perppu. Pappution invites the public to conduct a Judicial Review to the Constitutional Court (Bbc.com, 2020). The Student Movement's action related to the rejection of the Omnibus Law also took place in Bandung, which was commanded by the Bandung Student Revolutionary Axis (PRMB). This movement is also joined by workers and the community

with the same goal of rejecting the Omnibus Law on Job Creation. Coinciding with one year of Jokowi-Ma'ruf's leadership, students considered the state to have been leading to authoritarianism, the civil movement was systematically silenced by forcing the swift ratification of the Omnibus Law even though the civil society, labor and student movements vehemently refused (Putra, 2020).

Regarding the many rejections of the Omnibus Law on Job Creation, the following are controversial articles contained in the Omnibuslaw which are detrimental to several sectors, namely, the environment, education, and workers.

Table 1.1. Criticism of the Job Creation Law (Omnibus Law)

Issue	Chapter	Debate
Environment	"Abolition of Article 88 of the Law on Environmental Protection and Management (PPLH)"	"The public considers that the abolition of this article has an impact on the loss of corporate responsibility to the environment."
Education	"Article 65"	"The existence of this article is tantamount to placing education as a commodity traded for profit."
Laborer	"Article 81 Number 15 of the Job Creation Law changes the provisions of Article 59 of Law Number 13 of 2003"	"The use of the phrase "not too long" changes the provisions regarding the time limit for work whose completion is "three years" as one of the PKWT criteria. It is believed that this will allow employers to freely interpret the phrase "not too long" and reduce job security for workers."

concerning
Manpower.
"

"Article 88B Regarding wages, it is determined based on time units and units of results."

"Abolition of Article 91 of the Manpower Law No. 13 of 2003."

"Article 77 of the Job Creation Law"

"Article 156 of the Job Creation Law"

"This article gives freedom to employers to determine the output units assigned to workers as the basis for calculating wages (a unit wage system). There is no guarantee that the unit wage rate to determine the minimum wage in certain sectors will not end up below the minimum wage, this is very detrimental to workers."

"The abolition of Article 91 of the Manpower Law will lead to a lack of compliance by employers with the minimum wage according to the law."

"This article raises concerns that there will be differences in working time limits for certain sectors and the compensation will be detrimental to workers in certain sectors, as they can be asked to work longer hours and receive lower overtime pay than workers in other sectors."

"The problem with the Ciptaker Law is that the severance pay for termination of employment (PHK) has been reduced from 32 times the wage to 25 times the wage, with details of 19 times the wages being borne by the employer and 6 times the wages being borne through the Job Loss Guarantee program

(JKP). The amount of severance pay is only for workers with a working time of more than 24 years and for certain reasons. So, the amount of severance pay actually cannot be enjoyed by all workers so far."

Source: processed by the author from various sources

The occurrence of a pandemic in Indonesia resulted in several people experiencing difficulties in the economy. Under Jokowi's leadership, the government provides Social Assistance (BANSOS). In Jakarta, the activism of the student movement came to the fore again to voice the issue of corruption in social assistance (bansos) for communities affected by the pandemic. The Indonesian National Student Movement (GMNI) encourages the Corruption Eradication Commission (KPK) to thoroughly investigate the potential flow of funds to members of the House of Representatives (DPR).

The Student Action was again related to the corruption of social assistance provided by the government, the action was carried out in front of the Corruption Eradication Commission (KPK) building. This movement demanded or demanded the KPK's promise to sentence the perpetrators of the Covid-19 social assistance corruption to death. People who are members of the alliance against geothermal projects refuse to continue the project in Wae Sano, West Manggarai. According to the community, rejecting the

geothermal project is a firm attitude to maintain the integrity of the Wae Sano community and the entire nature of life that supports the life and future of the Wae Sano residents. After the corruption of social assistance (Bansos) which coincided with the PPKM policy which limited people's activities in public spaces, making it difficult for the community in the economy. The rejection of PPKM Level 4 occurred in Tangerang, students who were members of the People's Suffering Mandate (Ampera), considered that Tangerang City residents could suffer as a result of the Level 4 PPKM policy because many residents, especially small business owners or the community, were suffering. Student activism also occurred again on July 23, 2021, the student action of Universitas Indraprasta (Unindra) PGR rejected PPKM Level 4 at Pasar Rebo, this action demanded the government to stop extending the validity period of PPKM level 4 to prevent the transmission of covid-19. Students assessed that the government's efforts to contain the spread of COVID-19 were unsuccessful through the emergency PPKM which took effect from July 3 to July 20, 2021. In which Whichomic sector was most affected due to restrictions on mobility. Student Actions also took place in Papua after the Papua Special Autonomy policy, student actions carried out by Cenderawasih University students, and the Papuan People's Front protesting the Papua Special Autonomy Volume II. Students and

the people of Papua consider that special autonomy violates human rights, hampers aspirations, and does not increase welfare as a result of special autonomy granted to Papua so far, according to students and residents of the island nation. As a result of this policy, students want a referendum because the Papua Special Autonomy (Otsus) policy does not at all bring prosperity to the people of Papua. The masses who were members of the Action were carried out by the People's Alliance at the North Sulawesi Governor's Office against PT TMS (North Sulawesi). The people of the Sangihe Islands Regency are against the construction of a gold mine there. for exploiting the island of Sangihe, this action also urges the Governor of North Sulawesi to take action or dismiss him dishonorably and take legal action against the Head of the North Sulawesi One-Stop Integrated Service and Investment Service. This is due to the lack of community participation in the environmental impact analysis (Amdal) process and environmental permits for PT Tambang Mas Sangihe. The North Nusa Tenggara People's Alliance also took action against PT Tambang Mas Sangihe, demanding that the corporation not operate on their land. The community claims that the company is exploiting the island, therefore the residents are urging the government for several things. This movement also asks the National Police Chief to reprimand the North Sulawesi Police Chief and Sangihe Police Chief who have assigned

police officers to oversee the operation of PT Tambang Mas Sangihe (Priyantika, 2021). After the rejection by several community coalitions on November 22, 2020, Greenpeace Indonesia also took action against food estate, this movement assessed the food real estate program initiated by the Indonesian government as an effort to massively deforest the forest. This is because the clearing of plantation land affects carbon emissions and exhaust emissions. In addition to concerns about the potential for carbon emissions from Kalimantan's forests, this action also highlights the issue of the authority delegated to manage food barns, namely the Ministry of Defense which does not deal with food at all but is given the responsibility to manage food estates (CmIndonesia, 2021). Regarding the relocation of the capital city, a number of civil society members of the East Kalimantan Community Coalition opposed the government's plan to move the capital city. The arguments put forward by this group of opponents are, firstly, the State Capital Law is procedurally flawed due to the lack of public involvement in its discussion. Second, the IKN project is considered to be taking away the living space of the surrounding community, including the destruction of the endangered animal ecosystem around the IKN development project. In addition, the coalition also sees the government running away from its responsibility to solve problems in Jakarta. Furthermore, the Coalition which held an

action at Mulawarman University called for a boycott of the IKN Law (Detik.com, 2022).

Student movement protests also took place in Semarang, this action was carried out by the Indonesian Islamic Student Association (PMII) which criticized the repressive actions of the security forces in handling the actions of residents who refused andesite mining in Wadas village, Purworejo Regency, Central Java (Sinuko, 2022).

CONCLUSION

In the history of social movements, the student movement is the most important part of moving the pendulum of change in society. The actions of educated people in various countries are always present as a reaction to policies issued by the government. Then the context of the actions of Indonesian students – especially during the Jokowi administration era – showed several symptoms, first, educated young people still commit to democratic values; secondly, their perspectives and movements are strongly influenced by the rapid development of social media; and third, future state policies must show alignments with human rights, environmental sustainability, anti-corruption, and justice struggles.

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The Urgence Of Developing Civic Education E-Book Based on Mind Mapping for Students and Lecturers

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Abstract. This study aims to determine the urgency of developing mind mapping-based civic education e-books for students and lecturers. This research is a research method This research method is research and development (RnD) which ultimately produces a product and tests the level of product effectiveness. The subjects of this research are 54 first semester students in the 2021/2022 academic year who are taking civic education courses and 10 lecturers who are lecturers of civic education courses. The sampling technique used random sampling. The research activity was carried out at Sriwijaya University, South Sumatra. The data collection technique used is filling out questionnaires and documentation. The results of the study showed that the development of mind mapping-based civic education e-books was needed to facilitate student learning, both with educators and independently. E-books are teaching materials that are packaged digitally in the form of files and schematics according to the Lesson Plan. The existence of mind mapping in e-books will help students and lecturers to achieve fun and creative civic education learning goals.

Keywords: Civic Education; E-book; Mind Mapping

INTRODUCTION

The COVID-19 pandemic has given a new history to the world, one of which is Indonesia. All sectors take a strong role to maintain survival. One that cannot be separated from the impact of the Covid-19 pandemic is the education sector. In the last two years, education has experienced a change in the teaching and learning process. This makes new habits that were previously forced to be done into habits with all policies and solutions to keep the learning process going. As is known, the learning process must continue to be carried out for the realization of the goals of national education. This is in accordance with the National Education System Law (Kemdikbud, 2003) which reads:

"National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

This national goal is being pursued by various parties through learning during the Covid-19 Pandemic. This is in accordance with the government's policy to implement an education system that is carried out with a learning system from home. This refers to the Joint Decree of the Minister of Education and

Culture, Minister of Religion, Minister of Health and Minister of Home Affairs regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. Learning from Home is implemented with the Distance Learning system. In Law No. 20 of 2003 article 1 paragraph 15, it is explained that distance learning is education in which students are separated from educators and learning uses various learning resources through communication technology, information and other media. In practice, distance learning is divided into two approaches, namely online distance learning and offline distance learning. In implementing distance learning, educational units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, readiness of facilities and infrastructure.

As time goes on in 2021 there will be a transition period after the Covid 19 pandemic makes new habits in everyday life. One of them is adapting to new habits, including in the teaching and learning process at school. The habit of online learning is not an easy thing to directly become face-to-face learning. Because it has become a habit of students. This is in line with the opinion of (Assidiqia & Sumarnib, 2020) that these conditions cause teachers and students to have to apply online learning patterns, where learning is carried out

in a virtual space (teachers and students do not meet in person) by utilizing facilities that support the occurrence remote interaction. Utilization of online learning facilities is carried out by using several digital platforms which are widely available with various features in accordance with the interaction objectives to be achieved. The most frequently used digital platforms in online learning include Whatsapp groups, Google Facilities (Google Classroom, Google Forms, and Google meet) and Zoom Cloud Meetings. This shows that the habits of the last two years have been closely related to information and communication technology skills. So it is this habit that we must continue to apply in learning in the transition period. The platform used must of course be supported by digital teaching materials that will be easily accessible anytime and anywhere.

This is also reinforced by that there is a tendency for teaching material sources to be focused on books. Even though there are many sources of teaching materials other than books that can be used. Books do not have to be of the same type and must be changed frequently, as has been the case so far. Various books can be selected as a source of teaching materials. This paradigm of printed teaching materials is also the basis for the need to develop mind mapping-based e-books. This is an update for Civics teaching materials. The e-book teaching materials used in civic education are generally adapted to the Belmawa manual. While this

ebook presents material that is more up-to-date and interactive (Aisyah S, 2020) and (Supriadi, 2015).

E-books help students streamline learning time because digital data is very easy to carry in many files (Sukmawati, 2020) dan (Prabowo, 2013). So teaching materials make it easy for teachers to convey messages accurately and clearly. Teaching materials that are used or utilized properly will make learning easier (Ibrahim, 2011).

E-books can also present more concrete information and allow individualized learning because it does not depend on the information provided by the teacher so that students can learn according to their needs, abilities, talents and interests, learning is more focused, can provide direct knowledge of the results of reading. These benefits are expected to help the learning process in the post-Covid-19 transition period.

In line with the benefits above, the researcher tries to present a mind mapping-based e-book that will lead students to be more focused and understand in starting learning in class. Mind mapping can be made very detailed, complex, and interesting. Several previous studies have shown that there are optimal results in supporting learning. (Syam, 2015) explains that mind mapping provides several advantages, namely: 1) It can make it easier to remember something; 2) It makes it easier to remember and memorizing will be faster; 3) The work of the brain is getting

maximized; 4) Increases creativity, is simpler, and very easy to work with; 5) Makes it easier to get information, ideas, and ideas to be explained.

The weaknesses of the mind mapping method according to (Shoimin, 2016) are: 1) Only active students are involved; 2) Only some students study; 3) Detailed amount of information cannot be entered. In learning activities, the process of applying mind mapping can increase students' creativity because basically the workings of mind mapping involve the basic workings of the brain which are arranged in more branches like trees. This pattern can facilitate the process of remembering what is learned. Students can be interested in making pictures or colors on mind mapping to make it look better and more attractive. In the learning process in class students are very enthusiastic about participating in the learning process using the mind mapping method, because they are more free to be creative in doing the tasks given by the teacher and it is easier to solve the problems given by the teacher (Heri & Amallia, 2020).

Therefore, it is necessary to analyze the needs of developing Civics e-books based on mind mapping for students and Civics lecturers. The formulation of the problem in this research is the urgency of developing mind mapping-based Civics for students and lecturers. While the aim is to know the urgency

of developing mind mapping-based Civics for students and lecturers.

RESEARCH METHODS

This research method is research and development (RnD) which ultimately produces a product and tests the level of product effectiveness (Sugiyono, 2012). However, in this study using the theory of (Sukmadinata, 2012) which became 3 research steps. The first step is conducting preliminary studies and theoretical studies; the second stage of product development; and thirdly testing the product. The research focuses on the first step of preliminary studies and theoretical studies. The type of research used is survey research. This type of research is part of Research and Development (R&D) research.

The subjects of this research are first semester students in the 2021/2022 academic year who are taking Civics courses. The students who were used as research samples were 54 first semester students in the 2021/2022 academic year. The sampling technique used random sampling. The research activity was carried out at Sriwijaya University, South Sumatra. The data collection technique used is filling out questionnaires and documentation. The data analysis process is carried out descriptively by describing the results of the questionnaire in a diagram that describes the results of the questionnaire.

Documentation data is also described descriptively.

DISCUSSION

The findings in this preliminary study will describe descriptive data analysis through questionnaires. Needs analysis on the development of mind mapping-based Civics e-books for students and lecturers. Questionnaires are used to find the needs of students and lecturers regarding the product model needed in this study. Documents that support learning or archived documents from the results of Civics learning activities.

Student Needs Analysis

Based on the results of the questionnaire given to 54 students at the technical service unit for personality building courses who took civics lectures, 100% results stated that all students had smartphones that supported online learning. The fulfillment of digital learning resources is still needed even though it is face-to-face later at 85.2%. This is also in line with student opinions of 63% indicating that online learning experiences help provide experiences using digital literacy. Students still suggest some media that can still be used even though they are face-to-face starting from whatsapp, e-learning, google forms and social media. This shows that the need for online media is still helping the learning process in the classroom.

For questions regarding the ability of Civic education material. That the students gave an assessment that there were some Civic education materials that needed the help of teaching materials and mind maps, namely 56% of the material on the constitution in Indonesia and 12% of the material on human rights enforcement. This is because this second material is in the form of a concept or case that brings HOTS-based learning. One solution to better understand Civics learning is the existence of e-books as teaching materials that can be accessed anywhere and anytime.

This is indicated by the results of the questionnaire by 88%. Moreover, the lecturer will provide a lot of assessments at the beginning of the meeting so that it must be understood before the lecture starts, this is indicated by 98.1% of the results of the questionnaire. In terms of its use, students show 75% that e-books are more practical than printed books. From an interactive perspective, learning using e-books is more interactive, with 63% of the questionnaire results obtained. Some of the features that students expect from e-books are questions, summaries, linked learning videos. To be more complete, 92.3% of students also suggested that the use of mind mapping in e-books would help Civics learning. Although only 23% of students stated that lecturers used mind mapping in starting learning in class. This is related to making learning more fun according

to the statement of 75.5% of students from the questionnaire.

Table 1. Student Needs Analysis

No	Statement	Percentage
1	Already have a smartphone	100%
2	The importance of digital learning resources	85.2%
3	Online experiences help use media literacy	63%
4	Constitutional material is considered difficult	56.0%
5	Human rights enforcement material is considered difficult	12%
6	Teaching materials that can be accessed anytime and anywhere	88.0%
7	The lecturer conducts an initial assessment of the material	98%
8	The existence of an ebook can be more practical	75.0%
9	The ebook is also interactive	63%
10	Students agree that there is an ebook based on mind mapping	92.3%
11	Students do not understand much about the meaning of mind mapping	23%

Based on the needs analysis, to adapt in the transition from online to face-to-face learning, digital literacy skills are still being sought when they are draining but are used as learning outside and in the classroom. This habit is what we continue to do so that mastery and achievement of the master of learning can be optimal. One of the advantages of E-books is to replace the role of Open eBooks as an open book format. Ebooks consist of multimedia files, html5, css, xhtml, xml which are packaged in one file (SEAMOLEC, 2014) & (Subiyantoro, 2014).

So that this learning media can attract students' attention and thinking skills. Previous research by (Mentari, et al 2018) obtained results. After the e-book was implemented on 30 students, it showed that there were 19 students who thought very creatively (63%), 7 students thought creatively (23.3%), and students thought creatively. think quite creatively 3 people (13.3%)

These results indicate that there is an urgency to develop a mind mapping-based civic education e-book. In accordance with opinion (Darusman, 2014) states that the mind mapping learning method is a learning method designed to develop students creatively in compiling the main ideas of a concept into a mind map that is easily understood by students. According to (Sitepu, 2019), creativity is still seen as a large part of activities and products from the arts, despite the fact that creativity is not only owned by artists but all fields require creativity, including in education. Educational institutions have an important role in building the creativity of their students, teachers should be able to foster creativity for students if the teachers have gotten used to having a creative nature. In the learning process in the classroom, students are very enthusiastic about participating in the learning process using the mind mapping method, because they are more free to be creative in doing the tasks given by the teacher and it is easier to solve the

problems given by the teacher (Fauziah, 2016); (Prasetyo, 2016).

Lecturer Needs Analysis

The study of the analysis of the needs of lecturers in this preliminary study stage was conducted by giving a questionnaire to the lecturers of Civics courses at UPT MPK, totaling 10 people. Sampling was taken by random sampling technique (random). In addition, the determination of informants is also based on their proficiency in expressing their opinions regarding the suitability of the textbooks used so far and their needs for the electronic textbooks they expect.

Based on the results of the questionnaire given to lecturers who teach Civics courses, the technical service unit for personality building courses, 75% have started to get used to online learning using ICT-based learning media platforms. This is also aimed at Civics courses where the availability of digital teaching materials is obtained, the results obtained are 85% saying yes that e-books are still needed even though face-to-face learning will be carried out. The reason is because the lecturer's ability to deliver theory will be easier because learning can be done independently. Another reason is also said that 75% said because it is very practical to use and more cost-effective. An interesting e-book must also be equipped with various features, one of which is mind mapping.

This is because only 25% of lecturers say they know mind mapping but still

understand that mind mapping is the same as a concept map. Even though these two concepts are different, this is also in line with the results of the questionnaire. 17.5% stated that they had never made a mind map due to lack of information on how to make it, and the time it took to make it. The advantage of mind mapping is the mind map at the beginning of the lecture material which will help lecturers initiate conceptual and abstract material such as constitutional material, efforts to uphold human rights, and insight into the archipelago. Therefore, 92% of lecturers agree that the development of the Civics Education e-book based on mind mapping is carried out.

Table 2. Lecturer Needs Analysis

No	Item Statement	Percentage (%)
1	Already familiar with learning resources from online learning	75%
2	Ebook is still used even though it's face to face	85%
3	Ebook is considered more practical and cost-effective	75%
4	Lecturers have not used mind mapping	25%
5	Ne of the reasons is because they don't understand how to make a mind map	17.5%
6	The lecturer agrees on the development of mind mapping-based ebooks	92%

Lecturers also in the class must have the competence to manage the class in a varied and creative way. One of them is a mind map that is proven to cause a pretty good increase in seeing student creativity because this method supports the development of the students' creative process by using a stimulus using a

mixture of colors according to their own wishes, then images that match the material, and text that is easy for students to understand with material that is easy to understand. be delivered (Heny & Ajeng, 2020).

The ability to increase students' creativity has elements which include selection, gradation, repetition, and presentation. The four elements of the method in its implementation are interrelated and inseparable elements from one another (Maksudin, 2015). This mind map recording technique is designed based on how the brain processes information (Retno). Therefore, the mind map learning method is one of the dominant elements in delivering student success in learning.

This is in line with the opinion of (Buzan, 2010) which says that when applying mind mapping in the learning process there are several things that must be considered to make it more interesting and on target. Starting from the selection of colors, groove shapes, branches and keywords. The existence of mind mapping in the e-book will greatly assist the lecturer in providing an explanation of learning in class. The argues that the media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals in schools in particular.

The argues (Arsyad, 2008) and (Wulandari, Mawardi, & Krisma, 2019) mentions several benefits of media, one of

which is to clarify the presentation of information so that it can improve learning processes and outcomes. The importance of presenting information clearly and interactively will help make learning fun.

Document Analysis

This study also conducted document analysis in identifying learning needs. The documents studied in this study include: 1) Semester Learning Plans (RPS) and 2) reference books or reference books. The results of document analysis on the RPS show that there are several problems, among others. (1) In the RPS design, the formulation of student competency achievement does not reach higher-order thinking skills. (2) The formulation of learning outcomes does not lead to the realization of creative thinking skills. (3) The design of student learning experiences is limited to classroom experience because the designed learning objectives are only limited to theoretical understanding which is applied through learning activities without describing the learning experience (4) Lack of digital textbooks used in the reference sources used in this lecture still rely on old sources.

The analysis of this document is also a reference for the importance of developing a mind mapping-based Civics e-book in classroom learning. Having not achieved a pleasant learning, students and lecturers will be trained with the availability of the e-book.

In line with the opinion above, (Syam & Ramlah, 2015) explain that mind mapping provides several advantages, namely: 1) It can make it easier to remember things; 2) Make it easier to remember and memorize will be faster; 3) The work of the brain is getting maximized; 4) Increase creativity, simpler, and very easy to work with; 5) Make it easier to get information, ideas, and ideas to be explained. The weaknesses of the mind mapping method according to (Shoimin, 2016) are: 1) Only active students are involved; 2) Only some students study; 3) Detailed amount of information cannot be entered.

CONCLUSION

Based on the results of research on the needs analysis of mind mapping-based e-book development, it can be concluded that it is urgently needed to facilitate student learning, both with educators and independently. E-books are teaching materials that are packaged digitally in the form of files and schematics according to the Semester Learning Plan (RPS). The author would like to thank Sriwijaya University for funding this research through the 2022 Sateks Grant Research Scheme based on the Unsri Chancellor's Decree: 0119.44/UN9/SB3.LP2M.PT/2022. And all parties who have helped the implementation of this research. Hopefully this research can provide benefits and be developed more widely and have a

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Rural Community Resilience: Gambier Fluctuations as Main Livelihood in Kapur IX District Nagari Koto Bangun

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Abstract. Gambier is the main source of livelihood for Kapur IX Nagari Koto Bangun sub-district. This study aims to analyze the resilience of rural communities: Gambier fluctuations as the main livelihood in Nagari Koto Bangun. This study uses a qualitative approach and data collection methods, namely in-depth interviews, non-participant observation, and document data collection. The way to obtain informants in this research is by using proportional sampling technique. This study shows that the process of resilience of gambier farmers in gambier price fluctuations in Nagari Koto Bangun. This study shows that the price of gambier fluctuates which makes gambier farmers take rational actions in maintaining the economy, especially in the family. The resilience of the gambier farming community is carried out by living frugally, opening other businesses, especially small stalls and borrowing money from gambier middlemen as an alternative to being able to rise from fluctuations in gambier as their main livelihood. Gambier fluctuations occur because of changes in the ups and downs of a variable that occurs due to market mechanisms. Changes in market mechanisms make people to take action to keep rising from Gambier fluctuations by making efforts that are rational. Novelty in this study is a rational action as an action in strengthening resilience to image fluctuations.

Keywords: Rural Community Resilience; Gambier Fluctuations; Livelihoods

INTRODUCTION

Indonesia is a country that has a population that has many livelihoods as plantations, farmers, livestock, fishermen, and services. One type of plantation livelihood is gambier farming. Plantations were an important aspect of the economy in Indonesia during the colonial period which served as an extension of western agrarian development (Selfi Mahat Putri, 2013); (Irwan, 2015c); (Rana EL Rawas, Inês M. Amaral, 2020).

Indonesia exports 80% of the world's gambier needs (Fina rahmadini, 2015). One of the provinces in Indonesia which is the center of the largest gambier production is West

Sumatra Province. West Sumatra Province is around 80% to 90% of the total national production. The provinces of West Sumatra that produce gambier plantations are Lima Puluh Kota Regency and Pesisir Selatan Regency (Nasrul Hosen, 2017). The Fifty Cities District is to the east of Agam. Lima Puluh Kota Regency is a district located in a valley located on a high land which has an altitude of less than 1,500 feet.

Gambier is the main livelihood for the people of the Lima Puluh Kota Regency, especially in Kapur IX District, Nagari Koto Bangun (Yusrizal Husein, 2018). Gambier is a type of plant that has a long life that is hard.

Gambier plants can last a long time because the age of gambier plants can reach the age of 80 years. Usually gambier plants live in the forest. Gambir is used as an income for people who have gambier plantations. Gambir is a type of plant whose sap is processed by drying (Salman ali musa, 2019). Gambir is also a type of plant that is usually used for betel nut by the people of Indonesia. Gambir is considered to be able to change the livelihoods of farmers in Kapur IX District, Nagari Koto Bangun from rice fields to gambir livelihoods.

There is a processing process for gambier farmers in Lima Puluh Kota Regency, Kapur IX District, Nagari Koto Bangun in carrying out "Mengampo" or the process of cooking gambier leaves in the *kampang* (house for processing gambir leaves). Gambier age is good and suitable for harvesting and processing is one that has more than one year of age (Adzmi dholimi, 2006); (Irwan, 2015b). In the process of processing or cooking gambir leaves, initially, farmers go to the gambir fields to pick gambir leaves, the second one, farmers bring gambier leaves to their home. *campan* for processing, the third is the farmer boils the gambir leaves into a "Kanca" or large skillet that can cook more gambier leaves, the fourth process is squeezing or separating the sap from the gambier leaves to get maximum results and keeping the gambier in the container. After that, the farmers wait for the gambir sap to freeze for up

to 1 to 2 days to be printed with a special print that has been provided

The formation of gambier prices is still determined by the fluctuating gambir importers. one of the Kapur IX sub-districts whose livelihood is gambier is the Koto Bangun community which has 3 nagari. Nagari Koto Bangun hopes that the price of gambier will return to stability and can again improve the welfare of the lime IX community, specifically Nagari Koto Bangun. The price of gambier in 2022 in April and May is Rp. 20.000,00 per kg and in June Rp. 25,000.00 per kg. We can see that the price of gambier fluctuates in Nagari Koto Bangun.

Fluctuation is the occurrence of instability and imbalance in the price of an item. Gambier price fluctuations in Nagari Koto Bangun resulted in unstable economy in Nagari Koto Bangun. When the price of gambier is stable, the economy and life of gambier farmers will improve and prosper. However, if the price of gambier decreases, then the economy of the people of Lima Puluh Kota Regency, Kapur IX District, precisely in Nagari Koto Bangun, is unstable or experiences a crisis on the economy of the people who have gambir livelihoods. This is in line with (Aulia Azzahra, 2021) research that fluctuations in The price of gambier commodity in Nagari Koto Bangun, Kapur IX sub-district makes the community carry out a survival strategy. Survival strategies are steps in meeting economic needs. Therefore, this

study aims to analyze the resilience of rural communities: Gambier fluctuations as the main livelihood in Kapur IX sub-district, Nagari Koto Bangun.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type (Nela novita, 2019). Qualitative research focuses its attention on analyzing phenomena, especially those related to fluctuations in gambier as the livelihood of Kapur IX Nagari Koto Bangun sub-district. Data collection methods in this study used several ways, namely in-depth interviews, non-participant observation, and document data collection. The method of obtaining informants in this research is by using proportional sampling technique. It considers and establishes criteria as informants in this research. The unit of analysis of this research is that rural communities are people in rural areas who experience gambier fluctuations. Document analysis in this study uses the model of thinking of Miles and Huberman (Miles B Matthew, 1992). Data analysis was carried out in several stages starting from data collection, data reduction, data presentation, and drawing conclusions. Novelty in this study is a rational action as an action in strengthening resilience to image fluctuations.

DISCUSSION

Overview of Gambier in Nagari Koto Bangun

Nagari Koto Bangun is located in Kapur IX District, in the District of Fifty Cities. The residents of Nagari Koto Bangun, the majority of the population, have a gambier livelihood. Gambier is a plant originating from the province of West Sumatra which is located in one of the regencies, namely the Lima Puluh Kota Regency, Kapur IX District, precisely located in Nagari Koto Bangun.

Based on the geographical location of Kapur IX Subdistrict, Nagari Koto Bangun with boundaries of 4 areas, namely: in the east with Pangkalan Koto Baru sub-district, in the west with Pasaman Regency, in the north of Riau Province and in the south with Bukit Barisan District. Kapur IX sub-district has an area of 723.36 Km² with a population of 29,977 people in 2022. With 14,543 women and 15,434 men with 7 Nagari including Muaro Paiti, Koto Bangun, Durian Tinggi, Sialang, Galugua, Koto Lamo, Lubuak Alai (Mitra Gustari, 2021).

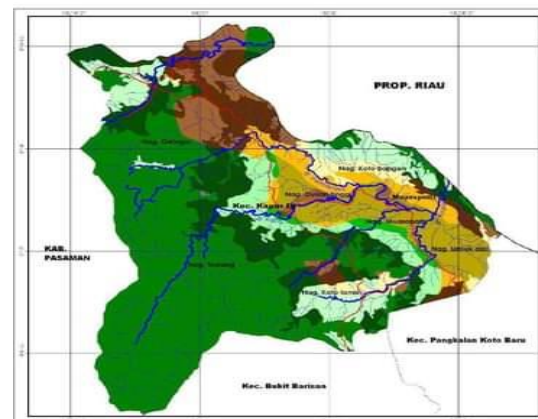


Figure 1. Map of Nagari Koto Bangun

Gambir is a plant that can be used to eat betel (Palmarum Nainggolan, 2012). Gambir eaten together with betel. According to Gambir is one of the complementary ingredients in chewing. According to (Sabarni, 2015). Gambier has many benefits, one of the benefits of gambier is that it can be used by the community as medicine. Gambir can be used as a throat medicine, strengthening teeth, acne, mouth disorders, and so on (Doni Sahat Tua Manalu, 2019). Gambir can also be used as a medicine for bleeding, thrush, allergies, and antifungal (Tua Manalu & Armyanti, 2019) (Irwan, 2015a). In addition, gambier can also be used to treat stomach pain or diarrhea (Jackson Fransiskus Sagala, 2015).

The ups and downs of gambier prices greatly affect the economy of gambier farmers in Nagari Koto Bangun (Ermianti, 2001). If the price of gambier reaches a higher number, the economy will be good and the people living do not feel that they are living in poverty. However, when the price of gambier is low below the average, the community's economy is unstable and it will be difficult to build the income they get (Aulia Azzahra, 2021); (Irwan, 2015b).

It's so different when the price of gambier is expensive compared to when the price of gambier is cheap when the price of gambier is Rp. 60,000.00-Rp.80,000, per kilo. If the price of gambier rises, then the life of the people of Nagari Koto Bangun is very good and what they want can be bought, because

their income is high (Putri, 2013). Meanwhile, when the price of gambier is Rp. 20,000.00-Rp. 25,000.00 per kilo, the life of the people of Nagari Koto Bangun is very minimal. The income of the people of Nagari Koto Bangun per month is not evenly distributed. If the price of gambier is Rp. 20,000.00-Rp. This means that the economy has not been able to meet the needs of the economy properly because the income will be shared with other farmers. On the other hand, if the price of Gambir is expensive, Rp. 60,000-Rp.800,000.00 per week with a weight of 95kg, farmers can earn as much as Rp. 5,700,00 per week. This means that farmers have been able to meet the economic life and meet the needs of life well even though they are divided by three with other farmer.

Gambir Price Fluctuations in Fifty Cities District, Kapur IX District, Nagari Koto Bangun

According to fluctuations are changes in the rise or fall of a variable that occur due to market mechanisms. Fluctuations are changes or changes in the price of goods that do not fluctuate (Kadek Yuliani, 2007). The occurrence of fluctuations can affect the economy of the community, especially the economy of the people of Lima Puluh Kota Regency, Kapur IX District, Nagari Koto Bangun. Because gambier is the main livelihood for the people in Fifty Cities

District, Kapur IX District, Nagari Koto Bangun.

The occurrence of fluctuations in gambier prices in Lima Puluh Kota Regency, Kapur IX Sub-district, Nagari Koto Bangun which fell drastically caused obstacles and threats to gambier farmers and traders, both big traders and small traders (Suardi tarumun, 2019). When the price of gambier rises, large and small traders buy gambier from farmers at a high price. When traders sell again, the price of gambier has decreased. This can cause a threat to the economy of traders. Traders can experience losses because of the uncertain and fixed price of gambier. In addition, what causes a threat to traders is the shrinkage of gambier. The shrinkage of gambier can cause a shortage of gambier buyers. On the other hand (Mariyati & Chomsyatun, 2016) it can be seen that due to fluctuations in the price of gambier in Nagari Koto Bangun, making gambier farmers unable to survive with this livelihood, farmers sell their plantations to get money as capital in running a new livelihood. There are also children from these farmers who drop out of school due to economic constraints.

Gambier Farmers' Resilience in Gambier Price Fluctuations

Resilience is a way, step, and strategy taken by a person in facing challenges in his life. Resilience is a process carried out by a person to adjust himself to the pressures of life.

Resilience that can be done by people who have a livelihood in gambier in Nagari Koto Bangun is to find alternative ways. The alternative ways are:

Frugal Life

Saving money can be an alternative way to deal with the challenges of fluctuating gambier prices in Nagari Koto Bangun. Farmers have to save on household expenses. For example, if the household expenditure is usually Rp. 800,000 a week. Now it must be reduced to Rp. 500,000 a week. In addition, the purchase of necessities must be frugal. Prioritize basic needs rather than side needs. Membuka Usaha Lain.

Opening Another Business

When gambier price fluctuations occur, gambier farmers must open other businesses that can help stabilize their economy. For example, by opening a small shop. By opening a small shop, it can help farmers' income problems in fluctuating gambier prices in Nagari Koto Bangun. So that farmers can still meet their daily needs properly.

Borrowing Money from Gambier Middlemen

Borrowing money from gambier middlemen is one way to get up in the face of gambier price fluctuations. Borrowing money from middlemen will help farmers to survive and meet their daily needs. Gambier farmers

can borrow money to be used as capital in opening other businesses as a side income to help their family's economy (Parlina, 2017).

CONCLUSION

Based on the discussion above, it can be concluded that gambier is used as the main livelihood of the people in Kapur IX District, Nagari Koto Bangun. Now the people of Kapur IX Subdistrict, Nagari koto Bangun are experiencing problems with their livelihoods as their main livelihood, namely fluctuations or fluctuations. Gambier price changes that are not permanent. Due to changes in the price of gambier which are not settled in Kapur IX sub-district, Nagari koto Bangun, the economy of the community, especially gambier farmers, is constrained and threatened. In addition, the occurrence of non-permanent fluctuations in gambier prices also affects the economy of gambier traders, both large and small traders. Because traders buy gambier from gambier farmers at high prices. But when traders sell again, the price of gambier has decreased. So that makes traders experience losses, because the capital issued is higher than the price of gambier sold. Therefore, there is resilience that can be done by gambier farmers in Kapur IX District, Nagari koto Bangun to still be able to rise from the fluctuations in the price of Gambier. Among them are by living frugally, opening small stalls and borrowing money from gambier middlemen.

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Pre-voters' Political Education Activities at the Election Smart House Amidst the Covid-19 Pandemic

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Abstract. Pre-voters are a group that will prepare to become novice voters in the next few years; it is important to prepare them to become intelligent and rational voters, one of which is through the existence of the Election Smart House. The research design employed a qualitative descriptive method. The researcher describes in-depth and comprehensively the activities of pre-voter political education at the Election Smart House of the Pekanbaru City of General Elections Commission during the Covid-19 pandemic. Data collection was carried out through observation, interviews, and documentation. Research informants include the commissioner of the General Election Commission of Pekanbaru City, the Elecivicction Smart House of Pekanbaru City manager, and Pancasila and Civic Education teachers teaching at Senior High Schools in Pekanbaru City. The results showed that during the Covid-19 pandemic, from 2020 until now, the activities in the Election Smart House were not very active. It was noted that during the pandemic in the last two years, there were no visits from students to the Election Smart House of the Pekanbaru City owned by the General Elections Commission or visits from the City's Election Smart House to high schools in Pekanbaru. Therefore, to overcome this situation, the Election Smart House manager initiated a creative idea by procuring Voter Education Podcasts in the Election Smart House by inviting resource persons and broadcasting them through the Pekanbaru City KPU (General Election Commission) YouTube channel. This activity is one way to educate the public without violating the health protocol and an effort to keep the Election Smart House as the center of community political education, especially students as pre-voters.

Keywords: *Political Education; Pre-voters; Election Smart House; Covid-19 Pandemic*

INTRODUCTION

Political education refers to the efforts made by educational institutions, both formal and informal, to form and grow a political personality consistent with the political culture of those who work in these institutions - to every citizen (Ruslan, 2000). Citizens become aware and can gain their own awareness by forming and growing political awareness at all levels. Forming and growing the ability for political participation will make people happy to actively participate in politics, solve general societal problems with all possible forms of participation, and result in positive changes.

Political education can be described as a combination of political personality, political awareness, political participation, educational institutions, political culture, and humans or citizens. Political education is an effort to improve citizens' political knowledge in order for them to participate fully in their political system. Political education is intended for citizens to increase national and state understanding by involving all citizens and community citizens. Hence, political education is viewed as an effort to increase citizens' knowledge, understanding, and political awareness, with the goal of increasing

their active participation in the political process. The Election Smart House offers one type of political education, focusing on democracy and elections.

The Election Smart House is a form of the initiative launched by the General Elections Commission (KPU) to increase public political participation. The Election Smart House is intended for all segments of voters, but the researcher focuses on pre-voters in this study, specifically, a group of people who plan to vote in the next five years (Manik & Budhiati, 2015). Because this group is still in school, it is also critical to involve the school, particularly Pancasila and Civic Education teachers, in developing political education for students as pre-voters via the Election Smart House. Civic education is a component of political education that aims to educate and prepare students to become responsible citizens who understand and fulfill their rights and obligations (Hariyanti, 2015). One of the Pekanbaru City Election Smart House programs in 2019 is the socialization of the Election Smart House to schools in Pekanbaru and an audience to the Pekanbaru City General Election Commission's Election Smart House (Hariyanti & Sari, 2021). The research focused on describing the Election Smart House program, whereas this study focused on describing the Election Smart House's activities during the Covid-19 pandemic.

Activities at the Election Smart House have become less active since 2020, caused by the spread of the coronavirus until it has become a pandemic until now. Even the socialization and audience programs are no longer carried out because community activities are limited by the government, such as restrictions on gathering to avoid the spread of the coronavirus.

Political education for the general public should not be hindered or halted because politics, elections, and democracy is daily issues. In 2024, Indonesia will hold simultaneous elections for president and vice president, members of the central and regional parliaments, members of the regional representative council, and regional heads and deputy regional heads. Therefore, the general public must gain knowledge, information, and data about politics, elections, and democracy to assess the candidates for election, filter every campaign activity offered, and make informed and rational decisions.

RESEARCH METHODS

This study used a qualitative design with a descriptive method because it describes in detail the services provided by the Pekanbaru City General Election Commission's Election Smart House, including the materials presented and the facilities provided to visitors, as well as the institution's activities during the Covid-19 pandemic. The study was carried out at the office of the Pekanbaru City

General Election Commission. The commissioner of the socialization and voter education division, the manager of the election smart house, and several high school Pancasila and Civic Education teachers in Pekanbaru City served as informants for this study. The research informants were chosen using a non-probability sampling technique with a purposive sampling approach. Observation, interviews, and documentation were used to collect data. Data analysis entails reducing data, presenting data, drawing conclusions, and verifying results. At the same time, source triangulation was used to test the validity of the data.

DISCUSSION

The Election Smart House is a voter education concept implemented by utilizing space from a special building to carry out all community education project activities. Furthermore, this facility serves as a gathering place for the election activist community to build a movement. The Election Smart House's management guidebook states that the Election Smart House's goals are to increase voter participation and serve as a hub for election information. Meanwhile, the Election Smart House specifically aims to educate the public on the importance of elections and democracy by: (1) introducing the fundamental values of elections and democracy (pre-voters); (2) increasing understanding of the importance of democracy

(all segments); and (3) instilling an awareness of democratic values (all segments).

Pre-voters are an interesting segment to discuss because they are a group that has not yet become a voter but has been prepared to become a voter in advance. Pre-voters are nearly identical to novice voters in the following ways: (1) a lack of experience in the previous general election process ([Wisnu Dani Prasetyo, Toni Harsan, 2019](#)); (2) a lack of knowledge about elections because general election socialization targets novice voters ([Hariyanti, 2015](#)); (3) the pre-voters group is still in school because the voting age in Indonesia is 17 years and over; and (4) Pre-voters are groups that are preparing to enter the novice voter group and require political literacy about elections and democracy in order to become smart and responsible voters and avoid becoming victims of black campaigns such as money politics, political hoaxes, or abstentions.

The Election Smart House is equipped with several rooms as a learning tool for elections, including: (1) a showroom containing material/information about elections such as election history, election participants at the central and regional levels, and voter participation rates in each election; (2) an audio-visual room intended to show films and election documentation; and (3) a simulation room used to provide visitors with a real experience of how the process works and flow of voting at the polling station uses props

that have been prepared at the polling station; and (4) a discussion room for visitors to use after they have gone around observing and studying electoral information (Manik, Husni Kamil, Sigit Pamungkas, 2015). The Election Smart House, such as the Election Smart House of the Pekanbaru City Election Commission, is not only intended to be a center for election information but also a medium for political education in general.

In 2018, the Pekanbaru City Election Commission established the Election Smart House. The Election Smart House is designed with a special room to the right of the office lobby of the Pekanbaru City General Election Commission. The election Smart House includes the following topics: (1) election history; (2) the importance of elections and democracy; (3) electoral system; (4) election stages; (5) election participants (election of legislative members and president and vice president); (6) election process; (7) profile of election administrators; and (8) electoral knowledge test. This material has been regulated in the General Election Commission of the Republic of Indonesia's guidebook for the management of the Election Smart House. Therefore, the manager of the Election Smart House at the regional General Election Commission only needs to follow up with their respective creativity to design and organize the material more attractively in the Election Smart House room.



Figure 1. The Election Smart House of Pekanbaru City

This material is an ideal starting point for pre-voters and novice voters interested in learning about elections and democracy. Furthermore, the Election Smart House was given information about election data and facts in Pekanbaru City, such as the number of members of the Pekanbaru City Regional House of Representatives and electoral districts in the city.



Figure 2. Local Political Data in the Election Smart House of Pekanbaru City

The inclusion of local political data aims to make visitors aware of general election-related material and local political data in their

area because people are sometimes lulled by national political issues and news that are widely broadcast on television. They are, however, ignorant and do not receive information about local political news and developments, even though political leaders are closest to the people in the regions. In addition, visitors to the Election Smart House can read books and watch shows or documentaries in the form of election film screenings on televisions installed in the Election Smart House room.



Figure 3 Facilities for reading books and election documentation in the Pekanbaru City Election Smart House

The Election Smart House features a simulation tool for voting at the polling station. This effort is made to give visitors a realistic picture of the expected situation and conditions when voting at the Polling Station. As a result, when they vote at the polling station for the first time, they will be less confused, especially pre-voters and novice

voters, for whom this is a new and unfamiliar experience.



Figure 4 Voting Simulation Room and Equipment at the Pekanbaru City Election Smart House

The Election Smart House is aimed at the general public and all segments of society. The Pekanbaru City Election Smart House provides the following services: activity publication, public invitations, event calendars, and community discussions. First, there is the publication of activities, such as the publication of the election smart house through print and electronic media, social media, and outdoor media. Second, the General Election Commission may issue public invitations to various elements of society, such as educational institutions, communities, and organizations representing society segments. Third, there is an event calendar, where the Election Smart House organizes various activities to attract visitors by capitalizing on certain momentum or commemoration days. Fourth, community discussions, in which the Election Smart House can serve as a forum for

communities concerned about elections to discuss electoral and democratic issues.

However, due to the Covid-19 pandemic situation, the form of services and activities at the Election Smart House is not very active. This situation is due to government policies that restrict community activities such as gatherings and an appeal to keep a safe distance to prevent the spread of Covid-19. The Covid-19 virus or coronavirus disease first appeared in Wuhan, China, at the end of 2019. Since then, it has spread worldwide to become a global pandemic, as declared by WHO on March 11, 2020. On March 2, 2020, the first case of Covid-19 was discovered in Indonesia. Until now, Indonesia is still in a pandemic status. The government has issued many regulations and policies to prevent the spread and treatment of Covid-19. People are forced to live in new ways (new normal) due to the pandemic, such as wearing masks, washing their hands, keeping their distance, and avoiding crowds (Agung, 2020; Zandrato, 2020). This situation has indirectly hampered political education activities at the Pekanbaru Election Smart House. During the Covid-19 pandemic since 2020, only one visit to the Election Smart House has been recorded, namely a discussion about elections and a visit by Sultan Syarif Kasim Hidayatullah State Islamic University students on August 27, 2021. There were no more face-to-face service activities at the facility after that. In this situation, the commissioners and

managers of the Pekanbaru City Election Smart House tried to be innovative by transforming the face-to-face political education pattern into a virtual political education pattern. It was conducted via podcast activities in this location and broadcast on the Pekanbaru City Election Commission's YouTube channel. The podcast was held in Pekanbaru by inviting several competent speakers and political figures. This activity is fascinating and provides a solution to the current pandemic situation.

Based on interviews with Pekanbaru City General Election Commission Commissioner, Yelly Nofiza, and documentation of political education activities on the Pekanbaru City General Election Commission's YouTube channel, it is clear that the political education podcast began in November 2020. From November 24, 2020, to December 2, 2020, the Pekanbaru City Election Commission held a webinar titled "The General Election Commission Goes to Campus" at four major campuses in Riau Province: Riau University, Sultan Syarif Kasim State Islamic University, Lancang Kuning University, and Muhammadiyah Riau University. The webinar, held on each campus, was held online via a *zoom meeting* platform by presenting speakers from the Pekanbaru City General Election Commission commissioner and was attended by dozens of students from each campus. The material presented covered the fundamental values of

elections and democracy, the concept of elections in Indonesia, identifying violations in elections, and becoming a smart voter. Furthermore, the following is an overview of election podcast material that is interesting to listen to on the terrace of the Election Smart House, Pekanbaru City General Election Commission:

- 1) The role of the Riau Province General Election Commission in the implementation of Simultaneous Regional Head Elections in Riau (6 February 2021)
- 2) Talkshow with the Mayor of Pekanbaru (17 February 2021)
- 3) Public information disclosure (27 February 2021)
- 4) Application of the Electronic Recapitulation Information System (Sirekap) in the 2020 Simultaneous Elections (13 March 2021)
- 5) Riau Women's Dynamics in Democracy (18 March 2021)
- 6) Guessing the Pekanbaru City Election Smart House with the Commissioner of the Riau Province General Election Commission (31 March 2021)
- 7) Election Organizer Ethics (10 April 2021)
- 8) Continuous Monitoring of Voter Lists (13 April 2021)
- 9) Reflection on Kartini's Day on the Hero of Democracy in Pekanbaru (21 April 2021)
- 10) Simultaneous General Election and Regional Head Election: How Is the General Election Commission's Preparation? (28 April 2021)
- 11) Legal Evaluation of Election Organizers in the 2020 Regional Head Election
- 12) The Strategy of the General Election Commission of Riau Province in Overcoming the Problem of Voter Data in the 2024 Simultaneous Elections
- 13) Preparation for Structuring Electoral Districts (Dapil) for the 2024 Election (28 October 2021)
- 14) Talkshow with the Chairman of the Pekanbaru City Regional House of Representatives (10 December 2021)
- 15) How Is the Synergy between the General Election Commission and the National and Political Unity Agency (Kesbangpol) of Pekanbaru City to Face the 2024 Simultaneous Elections? (17 December 2021)
- 16) Participatory Supervision Cadre School (SKPP) from the Election Supervisory Body (Bawaslu), What Is It? (28 December 2021)
- 17) The Role of Women in Politics (31 December 2021)

Based on the above description, it is clear that the Election Smart House is not only a tool for voter education but also for political education in general. The public is not only educated to be intelligent and rational voters but also prepared and shaped to become

politically literate citizens capable of participating actively in government. Voting at Polling Stations during elections is one concrete example of citizen participation. Political participation is the people's most real power in determining who will lead the country. The Election Smart House provides political education to citizens so that they know how to deal with the government (Iskandar & Marlina, 2019; Rozuli & Haboddin, 2018). However, based on the data above, it is also discovered that, since 2020, during the Covid-19 pandemic, the Election Smart House no longer makes visits to schools or student audiences in the Pekanbaru City Election Smart House. It resulted in a lack of communication and collaboration with schools to strengthen political education and the absence of direct voter education activities received by students as pre-voters as in the previous year.

According to the 2019 Pekanbaru City General Elections Commission's annual report, the managers of the Election Smart House visited schools such as kindergarten, junior high, high school, vocational school, and college prior to the Covid-19 pandemic. There were also return visits or student audiences to the Election Smart House. Several factors contribute to the absence of student visits or audiences at school. First, the Covid-19 pandemic prompted the government to issue policies and regulations requiring that the teaching and learning process be moved

from schools to their homes, effectively ending school activities. Second, because the government encourages people not to congregate, maintain distance, and avoid face-to-face meetings, many governments and community activities are now conducted virtually. Third, the Pekanbaru City General Election Commission's limited budget due to the lack of special funds for the management of the Election Smart House. Nowadays, the Election Smart House has been managed using grants and socialization funds, but it is well known that voter education and socialization take many forms, not just through the Election Smart House, which is where the funds have been distributed beforehand. Voter education for students can take the form of outreach to schools during the stages of the election, as well as visits to local radio stations (Aprilia & Azmi, 2021). Fourth, there is a lack of collaboration between the Pekanbaru City General Election Commission and the school party, especially Pancasila and the Civic Education Teacher Organization (MGMP PPKn). Civics is an essential component of political education.

Politics in the classroom not only improves students' political literacy but also teaches them to listen to the opinions of others, even if they do not agree with them. A good step toward preserving democracy is to empower differences through freedom of speech (Mullins, 2016; Persson et al., 2016). Politics is the core of Civic Education, with

Pancasila as a value (Winataputra, 2015). Pancasila and Civic Education are multidisciplinary topics because they cover politics, law, socio-culture, and education. Political education is a component of Pancasila and Civic Education subjects, and civics is a component of political education in schools. Students are citizens who must be educated about politics because they will enter the phase as novice voters, who have been described as irrational voters in many studies and frequently become political objects. To address this issue, it is critical that prevention efforts be undertaken, one of which is to provide political education to students as prospective voters or pre-voters as early as possible. For example, the first point that must be justified is the justification of political views because many people regard politics as something bad, dirty, and full of controversy. Politics is a virtue when done correctly, so politics is used for good. Therefore, politics is a complicated process. The value of equality of political rights for all citizens is one of the most fundamental values in democratic election implementation. Everyone has the same political rights in a democratic political system, regardless of educational background, economic level, or socio-cultural status. Everyone is perceived to have the right to make decisions, express opinions, and criticize the government (Kurniadi, Y U., 2020; Yoldaş, 2015). The next point that must be resolved is the question of who is in politics.

Most people believe that only politicians deal with politics. This one is an incorrect viewpoint. Politics is everyone's business because politics is art or tactic for controlling others without them realizing it. The preceding statement refers to the art of dominating others while remaining benevolent. Individuals or groups can engage in politics. A politician is an individual political actor. Politicians with similar perspectives and goals can band together to form Political Parties (Handoyo & Lestari, 2017). These two examples are critical for the younger generation to understand so that they do not become skeptical of politics. The younger generation must be educated early to become politically literate. Hence, it is extremely unfortunate that Pancasila and Civic Education teachers are not involved in providing political education about elections and democracy, especially given their proximity to and frequent interaction with students, both pre-voters and novice voters.

As a result, the following actions can be taken to address the shortcomings of implementing political education for students as pre-voters and novice voters. First, there is a collaboration between the Election Smart House management and the school, particularly the Pancasila and Citizenship Education teachers organized in the Pancasila and Civic Education teacher organization. This collaboration will, at the very least, make it easier for the General Elections Commission to conduct voter education in schools. This

effort allows the Commission to create a joint project to improve students' political literacy, similar to the general election class program conducted by the Padang City General Election Commission in 2015. Second, local governments request to assist in the management of the Election Smart House as a public asset to increase public political participation. Local governments can empower the Election Smart House as a center for community political learning through the National and Political Unity Agency (Kesbangpol), the agency tasked with providing political education to the community.

The Election Smart House aims to provide knowledge of the basic values of elections and democracy for pre-voters in particular. Moreover, it also aims to present information, data, and knowledge of elections and other democracies in a more real way by presenting interesting material in the room by showing election documentation and simulation rooms by presenting real experiences for visitors, especially students as pre-voters in voting while at Polling Stations. Furthermore, the Election Smart House, as a tool for political education, contributes to efforts to ensure the integrity of the election. It is important to remember that election integrity is a requirement for a democratic country. Elections marred by violations and fraud endanger the legitimacy of the elected regime and erode citizens' faith in democratic

institutions. The quality of elections held is critical to the process of transition and consolidation of democracy (Rafni & Suryanef, 2019; Rahmatunnisa, 2017). Elections are the means by which people's sovereignty is implemented; at the very least, elections serve five functions: (1) as a means of political legitimacy; (2) as a means of circulation of political elites; (3) as the most tangible means of public political participation in government; (4) as a means of public political education; and (5) as a means of political punishment for politicians and political parties who betrayed the people's mandate in the previous government. A general election is a tool for electing people's representatives. As a result, if the General Election is not held in a competitive, honest, and fair manner, it can be said that democracy has been lacking. Legitimate government is built on democratic elections. If no democratic elections are held, the government will lose legitimacy and public support (Surbakti, 2011). Given the importance of elections in a democratic country, voters must make political decisions wisely, intelligently, and rationally. Hence, they do not make the wrong choice and are tempted by money politics, ultimately making people miserable in the next five years.

CONCLUSION

Political education through the Election Smart House is a strategic step in educating students as pre-voters to understand and

practice the fundamental values of elections and democracy. At the very least, the ability to distinguish between politics, politicians, political parties, and political systems. During the Covid-19 pandemic, the Election Smart House's activities were diverted online, such as holding political education socialization webinars or political education podcasts on the Election Smart House's terrace. Several recommendations for the management of the Election Smart House can be made, including collaboration between the facility's management and the school, particularly Pancasila and Citizenship Education teachers organized in the Pancasila and Civic Education Teacher Organization, and collaboration between election organizers and local governments to empower the Election Smart House as a center for public political education.

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Resolution of Social Conflicts Through Multicultural Education

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Abstract. The purpose of this research is to analyze multicultural education as a solution to resolve social conflicts among students. The method used in this study is qualitative with data collection techniques through observation, interview, and documentation. Multicultural education offers an alternative through the application of educational strategies and concepts based on the utilization of diversity in society, especially those among students such as ethnic diversity, culture, language, religion, social status, gender, ability, age, and race. An approach through multicultural education is important. The education strategy is not only aimed at making it easy for students to understand the courses they are studying, but also to raise their awareness to always behave humanist, pluralist, and democratic. The results showed that Multicultural Education that has been applied in National education is expected to be an agent in the community that bridges the game in the midst of plurality, this can be seen from the substance contained in multicultural education that prioritizes attitudes and principles on democracy, equality, and justice, oriented to humanity, togetherness, and peace. Develop an attitude of recognizing, accepting, and appreciating cultural diversity. With this function, SARA conflict can be prevented.

Keywords: Settlement; Multicultural Education; Social Conflict; Students

INTRODUCTION

Law Number 7 of 2012 concerning the handling of social conflicts says that in handling conflicts must reflect the principles of humanity, human rights, nationality, kinship, referring to Bhineka Tunggal Ika, justice, gender equality, order and legal certainty, also reflects sustainability, local wisdom, state responsibility, participatory, impartial, and non-discriminatory.

Indonesia is a country full of violent conflicts, along with political transitions, all the problems that were inhibited or suppressed during the New Order regime surfaced, dissatisfaction with government policies

suddenly found its channel through physical violence in the form of amok, and communal conflicts (Dewantara & Nurgiansah, 2021).

Recently, there has been a tendency to strengthen violence by the community itself so that there is a view that protracted violence is the result of social reproduction through the process of internalizing cognitive experience, after in the previous period violence was more dominated by state violence which was carried out systemically through institutions. - institution. So it's not surprising that until now, various forms of violence continue to occur at various levels of society, making it easier for

vertical and horizontal conflicts to explode (Nurul Zuriah, 2011).

Konflik comes from the Latin verb, *confingere* which means to hit each other. Sociologically, conflict is defined as a social process between two or more people (it can also be a group) where one party tries to get rid of the other party by destroying it or making it powerless (Bunyamin, 2008). Conflict means the perception of different interests or a belief that the aspirations of the conflicting parties are not achieved simultaneously. Conflict theory is a perspective that views society as a social system consisting of different interests where there is one thing to conquer other components in order to fulfill other interests or obtain the greatest interest (Saihu, 2019).

Conflict in this definition is defined as disagreement and disagreement between opposing groups or ideas (Sriwahyuningsih & Doni, 2018). Conflict can also mean war, or efforts to be on the opposite side or in other words disagreement between several parties. If it is associated with social terms, then social conflict can be interpreted as a conflict between community members that is comprehensive in life. In other words an interaction or social process between two or more people (it can also be a group) where one party tries to get rid of the other party by destroying it or at least making it powerless (Nurgiansah, 2020).

Conflict is one of the fundamental problems in Indonesia due to cultural

diversity. From this cultural diversity, Indonesia is known as a multicultural country (Ma`arif, 2019). Multicultural education has several dimensions that are interrelated with one another, namely: first, content integration, which integrates all cultures and groups to illustrate basic concepts, generalizing theories in subjects. Second, the knowledge construction process, which brings students to understand the cultural implications of a subject. Third, an equity pedagogy, namely adapting teaching methods to learning methods in order to facilitate the academic achievement of students who are diverse in terms of race, culture or social. The fourth is prejudice reduction, which is to identify the racial characteristics of students and determine their teaching methods. Then train the group to participate in sports activities (Arisona, 2019).

The internal conflict in the concept of multiculturalism has not yet found a fundamental solution, so we see in practice there are clashes between the concept of one and many (one and many). An act of terrorism, for example, shows the existence of a strong cultural group identity but rebels against the common identity and interests of the people as fellow Indonesians. The terrorists sacrifice the interests and safety of their fellow Indonesian citizens to fight for the goals of their own cultural group. We can judge that the same thing happened to movements in various parts of Indonesia. Strengthening cultural identity can actually conflict with the interests of the

larger national agenda, the third principle of Pancasila, namely the unity of Indonesia (Widiatmaka, 2016).

In research (Dewantara & Nurgiansah, 2021) It was stated that multicultural education as a subject can resolve conflicts because it is able to build an attitude of tolerance. The novelty of this article is that every conflict involving differences in race, ethnicity, customs, language, can be resolved by multicultural education.

Multicultural education is a way of looking at reality and a way of thinking, and not just content about different ethnic groups and cultures. Specifically, racial and multicultural education can be conceptualized on five dimensions, namely: (1) Content integration, content integration addresses the extent to which teachers use examples and content from various cultures and groups to describe concepts, principles, generalizations and main theories in the subject area. or their discipline. (2) The process of constructing knowledge, something that relates to the extent to which teachers help students understand, investigate, and to determine how the implied cultural assumptions, frames of reference, perspectives and prejudices within the discipline affect the way knowledge is structured within it. (3) Reduce prejudice, This dimension focuses on the characteristics of students' racial attitudes and how these attitudes can be changed by teaching methods and materials. (4) Equality pedagogy,

equivalence pedagogy exists when teachers change their teaching in a way that will facilitate the academic achievement of students from different racial, cultural, and social class groups. Included in this pedagogy is the use of a variety of teaching styles that are consistent with the many learning styles in various cultural and racial groups. (5) Empowering school culture and school structure, practice of grouping and naming sports participation, disproportionate achievement, and interaction of staff and students between ethnicities and races are some of the components of school culture that must be researched to create an empowering school culture of diverse group, race (Sangadji, 2016).

RESEARCH METHODS

This study used qualitative methods with data collection through observation, interviews, documentation, and literacy studies. The selection of qualitative methods was due to this method, the problems that occurred in the field was explained in detail and in depth because of the natural setting. Observations were made on 24 students of the Civics Study Program, interviews were conducted with lecturers who taught multicultural education courses and the surrounding community. documentation in the form of video and sound recordings, as well as literacy based on relevant scientific articles

related to Multicultural Education and handling social conflicts.

DISCUSSION

Multicultural education can basically be defined as education that is oriented to the awareness of cultural diversity in the region or local area. Multicultural education is education about cultural diversity in responding to demographic and cultural changes in a particular social environment or even the world as a whole (Nurgiansah et al., 2020).

Indonesia is one of the largest multicultural countries in the world, marked by the wide and varied socio-cultural and geographical conditions. There are various kinds of cultures, tribes, ethnicities, races, groups, beliefs, religions and others (Cahyono & Iswati, 2017). With the condition of Indonesian society like this, horizontal conflicts are easy to occur, especially when there are provocateurs who intend to pit one tribe against another. Wars between tribes, religions, or horizontal conflicts have occurred in several areas in Indonesia, such as in Kalimantan, namely inter-ethnic disputes, then in Ambon, namely inter-religious disputes. It is very sad, when there were suicide bombings in several churches in Jakarta that claimed innocent victims, it made us even more worried about radical groups committing violence in the name of religion, especially when suicide bombers also involved children. Of course this has violated the main norms of

our nation in addition to religious norms and Pancasila as the source of all norms that apply in Indonesia (Arief, 2010).

After the bitter reality that has happened, it is very necessary to build preventive efforts so that the problem of religious or ethnic conflict will not be repeated in the future. Providing education about pluralism and religious tolerance through schools are some of the preventive measures that can be applied. In this regard, it is important for educational institutions in a multicultural society to teach peace and conflict resolution as contained in the values of multicultural education (Supriatin & Nasution, 2017).

Education is not an "ivory tower" that seeks to stay away from social and cultural realities (Yani & Darmayanti, 2020). Education must be able to create an educated and educated society, not a society that only glorifies social prestige as a result of the wealth and prosperity experienced. The importance of education as awareness means that humans do not just "live" (to live), but "exist" or exist. With existence, humans not only exist "in the world", but also "together with the world".

In multicultural education, educators are not only required to be able to professionally teach the subjects they teach. However, it is also able to instill the values of inclusive diversity in students. In the end, with these steps, the expected output from a teaching and

learning process will be school or university graduates who are not only smart in accordance with the disciplines they practice, but are also able to apply the values of diversity in understanding and appreciating the existence of adherents. other religions and beliefs (Arifin, 1970).

This article emphasizes and strengthens that multicultural education is very important to be given to the community because it can resolve conflicts. In multicultural education, educators must provide examples of attitudes and examples such as those in multicultural values, so that students will follow them. Being a good educator, must be able to be an example who respects differences, is tolerant, loves peace and respects each other for his students (Awaru, 2017).

Multicultural education offers one alternative through the application of educational strategies and concepts based on the use of diversity that exists in society, especially those of students such as ethnic diversity, culture, language, religion, social status, gender, ability, age and race (Kelly, 2018)

The most important approach through multicultural education is that the educational strategy is not only aimed at making it easier for students to understand the lessons they are learning, but also to increase their awareness to always behave in a humanist, pluralist, and democratic manner (Agustian et al., 2018). Multicultural education is an educational

strategy that is applied to all types of subjects by using the cultural differences that exist in students such as ethnic differences. religion, language, gender, social class, race, ability and age so that the learning process becomes effective and easy (Citizenship et al., 2020).

At the same time, multicultural education will also train and build the character of students to be able to be democratic, humanist, and pluralist in their environment. This means that besides being expected to be able to easily understand, master and have good competence in the subjects taught by educators, students are also expected to be able to always behave and apply democratic values, humanism and pluralism at school or outside of school (Hibana et al., 2015). Multicultural education is a process in which individuals develop ways of perceiving, evaluating, and behaving in a cultural system that is different from their own cultural system. It is very important for students to have the ability to be able to live in diversity (Nurgiansah & Sukmawati, 2020).

In multicultural education, it is recognized that each culture has its own truth value which requires an understanding of the relativity of cultural values. These values exist in every student. Making students into objects is certainly not wise. The ultimate goal in the educational process is to humanize humans (humanization) or make real humans. In Islamic education, it is referred to as a complete human being or insan kamil.

Multicultural education has several interrelated dimensions; (1) Content Integration, namely integrating several cultures, both theory and realization of subjects/disciplines. (2) The Knowledge Construction Process, which brings students to understand the cultural implications of a lesson (discipline). (3) An Aquity pedagogy, namely adapting teaching methods to the way students learn in order to facilitate the diverse academic achievements of students, both in terms of race, culture, religion or social. (4) Prejudice reduction, namely identifying the racial characteristics of students and determining their teaching methods.

The following are some methods that can be used in multicultural education:

1. Contribution Method. This method is applied by inviting students to participate in understanding and appreciating other cultures that are different from themselves. In a more practical implementation, this method is applied, among others, by including students choosing reading books together and doing joint activities. In addition, students are also invited to appreciate religious and cultural events contained in community life. Educational supervisors (principals, teachers) can involve students in lessons or experiences related to these events. In certain cases, students can also be involved to explore a small part of various things in each cultural and religious tradition.
2. Enrichment Method. This method enriches the curriculum with literature from or about people of different cultures, ethnicities, or religions. The application of this method for example by inviting students to assess or test and then appreciate the community's perspective but students do not change their understanding of it, such as ordinances or rituals of worship, knick-knacks in worship rituals, weddings, and others.
3. Transformative Method. This method allows students to see concepts from a number of cultural, ethnic and religious perspectives critically. This method requires the inclusion of perspectives, frameworks, references and ideas that will broaden the learner's understanding of an idea. If there is an enrichment method, it explores the common ground of ethnicity, culture, and religion, then in the transformative method it is the opposite, exposing the negative values of culture, ethnicity, and religion.
4. Methods of Decision Making and Social Action. This method integrates the transformation method with real activities in the community, which in turn can have an impact on social change. Students are not only required to understand and discuss social issues, but also do something important related to them. It means. students do not only stop at mastering theory, but also directly engage in real actions in the community to apply the

theories they get from the educational space.

Then there are several approaches that are often recommended in multicultural education such as:

1. Historical Approach. This approach assumes that the material taught to students is backwards. It means that educators and students have a comprehensive frame of mind that goes back to the past and then reflects on the present and for the future. Thus the material being taught can be reviewed critically and dynamically.
2. Sociological Approach. This approach presupposes the contextualization process of what has happened in the past. With this approach, the material taught can become actual, not because it is made up but because it is always in accordance with the times that occur, and is not indoctrinated because the frame of mind that is built is a contemporary frame of mind.
3. Cultural Approach. This approach focuses on authenticity and growing tradition. With this approach, students can see which traditions are authentic and which are not. Automatically students know which Arab traditions and which traditions come from Islamic teachings. The cultural approach allows us to see more critically between the traditions of certain communities and religious teachings that are derived from religious teachings.
4. Psychological Approach. This approach seeks to pay attention to personal psychological situations separately and independently. This means that each student must be seen as an independent and unique human being with his or her character and abilities. This approach requires an educator to be smart and good at seeing the tendencies of students so that he can find out which methods are suitable for learning.
5. Aesthetic Approach. The aesthetic approach basically teaches students to be polite and courteous, friendly, loves beauty and prioritizes peace. Because if all material is only approached doctrinally and emphasizes the existence of truth authorities, students will tend to be rude. So they need an aesthetic approach to appreciate all the symptoms that occur in society by seeing it as part of the dynamics of life that has artistic and aesthetic value.
6. Gender Perspective Approach. This approach tries to give awareness to students not to differentiate between male and female gender. Because actually gender is not something that prevents a person from achieving success, but the real work he does. With this approach, all forms of social construction that exist in educational institutions which state that women are subordinate to men can be eliminated.

The four methods and the six approaches are very possible for the creation of multicultural awareness in education and culture. And of course it does not rule out the possibility of various other methods and approaches that can be applied. Multicultural awareness helps students understand and appreciate people from different ethnicities, cultures and religions.

The model is not to hide other cultures, or to uniform them as national culture, so that local culture becomes faded and lost. All humans are appreciated with their own uniqueness and ethnic, cultural, and religious backgrounds. Up to this point, the application of multicultural education in Indonesia is the best solution for the Indonesian nation, which has a plural and heterogeneous character of society. This diversity that we have is a necessity and we must guard it. The social contract that has been inscribed together in the pages of history by the founders and heroes of the nation with blood ink, should not be in vain. The unity and integrity of the nation must be strengthened in order to continue to realize the motto "Bhineka Tunggal Ika".

CONCLUSION

Multicultural education that has been implemented in National Education is expected to be able to become an agent in society that bridges peace in the midst of the existing plurality, this can be seen from the substance contained in multicultural education

that puts forward attitudes and principles on democracy, equality and justice, is oriented towards humanity. , togetherness and peace. Develop an attitude of acknowledging, accepting and appreciating cultural diversity. With such a function, SARA conflicts can be prevented.

The recommendation for further researchers is to further develop competencies in multicultural education, especially for people living in 3T areas or borders with other countries that are not touched by the Indonesian government.

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Management of Teachers Competence Development in Improving Learning Quality in Jeneponto Regency (A Case Study of Madrasah Tsanawiyah)

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Abstract. This research aims to analyze planning for competency development of madrasah tsanawiyah teachers; (2) to analyze strategy for developing the competence of madrasah tsanawiyah teachers; (3) to analyze the competence of Madrasah Tsanawiyah teachers; (4) to analyze the barriers and challenges in developing the competence of teachers. The study used interviews and questionnaires, the total numbers of sample were 63 informants based on sample criteria, with details of 3 principal informants, 30 teachers and 30 students as informants. The results of this study indicate that: (1)The planning for developing the competence of madrasah tsanawiyah teachers is a plan that has been structured, programmed and becomes a system in every madrasah, in carrying out the planning for developing the competence of teachers ; (2)The head of madrasah tsanawiyah as a leader in each institution implements various strategies for developing competence of madrasah tsanawiyah teachers by motivating and involving teachers to participate in various scientific activities such as activating MGMP, KKG, seminars, training and workshops; (3)The competence of madrasah tsanawiyah teachers is in accordance with National Education standards; (4) SWOT analysis used to determine the strengths, weaknesses, opportunities and threats in developing the competence of madrasah tsanawiyah teachers in order to improve the quality of their professionalism individually nor together. As conclusion that the development of teachers Competence is competent in accordance with national education standards and foster awareness of communication problems in carrying out their duties and responsibilities in educational institutions in Jeneponto Regency.

Keywords: *Development; Planning; Strategy; Competencies of Teachers*

INTRODUCTION

Commitment of government provides professional and quality education for the entire Indonesian nation is a commitment to advancing the nation and state of Indonesia. This commitment is the mandate of the 1945 Constitution, namely the intellectual life of the nation. Article 31 paragraph (1) of the 1945 Constitution states that every citizen has the right to receive instruction, and paragraph (2) the government shall endeavor and organize a national teaching system regulated by law. The Law of the Republic of Indonesia number 20

of 2003 provides an illustration that responsibility. The implementation of education is not only the responsibility of the government, but also educational institutions and the community itself.

If teachers are expected to have competence, then educational institutions such as Madrasah Tsanawiyah (MTs) prepare and provide the facilities needed by teachers to carry out their duties as teachers, for example educational institutions prepare complete learning media and information media as a means for teachers to seek

information for improvementabilityin teaching and others (Sujarwo,et al. 2019; Akhiruddin and Sujarwo 2020; Nurhikmah, H et al. 2021). Then madrasah carry out trainings for teachers as needed in terms of learning, information technology, such as upgrading learning methods, upgrading scientific papers, professional/competence certification, madrasah head supervision programs, Subject Teacher Consultative Program (MGMP), and development carried out by the teachers themselves. To analyze planning for the development of educator competencies in an effort to improve the quality of learning in Madrasah Tsanawiyah in Jeneponto Regency.

Every research must have meaning and benefits. Both in relation to the development of science that is observed, as well as benefits for practical purposes. This research has at least the following benefits. This research is expected to contribute to the development of science for researchers. This research is expected as a material consideration for principals in communication, especially to improve the performance of teachers. This research is expected so that teachers can improve communication in the learning process carried out in the classroom in order to improve performance. For Madrasah Tsanawiyah in Jeneponto Regency as input as well as evaluation material in communicating between school principals, teachers, and also educator supervisors operateduties and responsibilities in educational institutions.

Madrasah leadership staff can foster healthy communication within an educational institution. Researchers can add knowledge and experience to develop knowledge in the world of education.

Pedagogic competence is in the fairly good category, namely the competence to master the characteristics of students and the competence of curriculum development. Pedagogic competencies in the poor category are competence in mastering learning theory and teaching principles of learning, competence in educating learning activities, competence in developing student potential, communication competence with students and competence in assessment and evaluation. So it can be concluded that the pedagogic competence of teachers at SD Negeri 2 Margomulyo is still not good. The advantage of this research is that pedagogic competence is one of the important competencies in the learning process and the advantage is that it has a very low level of difficulty in analyzing. The weakness of this research is that the sample distribution is uneven, only centered on 1 research object. Apart from that, this research examines or measures only 1 indicator, whereas in measuring achievement there are many factors that can affect learning achievement (Halim, 2019). The pedagogic competence of Kindergarten teachers in North Pontianak District is already very good. The performance of Kindergarten teachers in North Pontianak District has been very good. And

there is a significant positive relationship between pedagogic competence and the performance of Kindergarten teachers in North Pontianak District. The advantage of this research is that the difficulty in researching is very low because only one of the four indicators of educator competence is measured (Ardini & Oetomo, 2012).

The results of the study indicate that the professional competence of teachers has a positive influence on student achievement. The advantage of this research is that it has very low difficulty in researching due to only one of the four indicators of educator competence. The weakness of this research is that the sample distribution is uneven, only centered on 1 research object. Besides that, this research examines or measures only 1 indicator, whereas in measuring achievement there are many factors that can affect learning achievement (I. D. P. Candra Saputra, 2020).

Human resource management is the use of a number of individuals to achieve organizational goals (Mondy. RW, 2008).

Competence is a collection of knowledge, behavior, and skills that must be possessed by teachers to achieve learning and education goals. Competence is obtained through education, training, and independent learning by utilizing learning resources. According to Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 10, it is stated: Competence is a set of knowledge, skills, and behaviors that must be possessed,

internalized, and controlled by teachers or lecturers in carrying out professional duties (Mulyasa, 2013).

Meanwhile, in the Law on Teachers and Lecturers Number 14 of 2005 article 10 paragraph 1 and government regulation Number 19 of 2005 article 28 paragraph 3, which Jamil follows in his book, it is stated that the competence of teachers includes pedagogic competence, personality competence, social competence and professional competence (Suprihatiningkrum, 2014).

(Shulman, 2017) argues that in assessing the competence of teachers, it is necessary to look at three things as an indicator in the development of educator competencies, namely, subject knowledge, pedagogical knowledge and observing teachers in classroom learning (Nur et al., 2021) argue that there needs to be an evaluation of skills from schools, this evaluation will help teachers become better at teaching. Evaluation of teachers must be able to guarantee the accuracy of the distribution of abilities of teachers, from research in various areas, only a small percentage or 1% of teachers are classified as unsatisfactory.

Human resource development itself can also be divided into two, namely macro human resource development and micro human resource development. The development of human resources on a macro basis is a process of improving the quality or human ability in

order to achieve a development goal effectively, while the development of human resources for teachers and education personnel is carried out on a micro basis, namely within the scope of an organization, agency or institution. , both government and private (Notoadmodjo, 2017). According to George R. Terry, the management functions include: Planning, Organizing, Actualizing, Controlling (Zulhimma, 2015).

Development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees in accordance with the needs of the job or position through education and training. If development is an effort to increase the potential of employees in dealing with upcoming assignments, while training is an effort to increase the potential to train the skills that have been described (Nur et al., 2021).

SWOT analysis is one of the stages in strategic management which is an environmental analysis approach. The process of assessing strengths, weaknesses, opportunities and constraints generally refers to the business world as a SWOT analysis. In school administration, it can help allocate resources for organizing resources such as budgets, infrastructure, human resources, facilities schools, environmental potential, and so on that are more effective (Peterson & Deal, 2017).

RESEARCH METHODS

The research method used in this study is a qualitative research, which is trying to describe a situation or social phenomenon. Qualitative method is a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Creswell & Poth, 2016). The type of research used in this research is descriptive qualitative research and analyzed using simple statistics. The location or place of the research object chosen in this study is the Madrasah Tsanawiyah in Jeneponto Regency.

The population in this study were all 55 schools/madrasahs in Jeneponto Regency, both private and public. The sampling technique used in this study is the purposive sampling technique, which is a sampling technique by determining certain criteria (Moleong, 2010). Data sources in the form of Primary data and Secondary Data. Data Collection Techniques through Observation, Interviews, Documentation and Questionnaires.

DISCUSSION

The results of this research and discussion were to analyze planning for competency development of madrasah tsanawiyah teachers; to analyze strategy for developing the competence of madrasah tsanawiyah teachers; to analyze the competence of Madrasah Tsanawiyah teachers; to analyze the barriers and challenges

in developing the competence of teachers are presented in detail and sequentially, to provide a comprehensive description of the 56 informants from 3 schools as The following is a description of the 3 principal informants: educator competencies, competency development planning, competency development strategies, tips used in competency development, directions/guidance, targets to be achieved, efforts made, obstacles and challenges, strategies to be used carried out and all teachers are competent in carrying out their respective duties.

Description of 23 educators/teachers as informants regarding: educator competencies, techniques used in conducting educational learning, techniques used in the use of information and communication technology, factors that become obstacles and challenges in competency development, patterns used in facilitating student potential, efforts made in competency development, benefits obtained in competency development, patterns used in conducting evaluations of learning processes and outcomes, techniques used to utilize assessment results, techniques used in presenting oneself as an honest, noble and exemplary person.

Description of 30 students as informants regarding: Pedagogic Competence; skilled teachers carry out educational development activities, teachers use information and communication technology for the benefit of organizing educational development activities,

teachers facilitate the development of students' potential to actualize various potentials they have, teachers communicate effectively, empathically and politely with students, teachers take advantage of the results assessment and evaluation for learning purposes.

Social competence; teachers are inclusive, act objectively and do not discriminate because of considerations of gender, religion, race, physical condition, family background and socioeconomic status, teachers communicate effectively, empathically and politely with fellow teachers, parent and community education staff, teachers adapt in places serving throughout Indonesia with religious, social and cultural beliefs, teachers communicate with their own professional community and other professions, verbally and verbally writing or other forms, teachers follow an organization that aims to foster the mentality of students outside of school hours.

Personal Competence; teachers act in accordance with religious norms, cultural laws, teachers present themselves as honest, noble, and role models for students and the community, teachers present themselves as individuals who are steady, stable, mature, wise and authoritative, teachers demonstrate work ethic, high responsibility, pride in being an educator and self-confidence, teachers uphold the code of ethics of the teaching profession. Professional Competence; teachers

master the material, conceptual structure and scientific mindset that support the subjects taught, teachers master competency standards and basic competencies of subjects, teachers develop creatively guided learning materials, teachers develop professionalism in a sustainable manner by taking reflective actions, teachers utilize information and communication technology to communicate and develop themselves.

As stated in Permeneg PAN and RB No. 16 of 2009, planning for competency development is carried out in two ways, namely education and training and collective activities of teachers. Functional education and training is the activity of teachers in attending education and training aimed at achieving professional competency standards and increasing professionalism to have competencies above standards and within a certain period of time. This activity can be in the form of courses, training, upgrading, or various other forms of education and training. Teachers can participate in functional training activities on the basis of assignments, either by school/madrasah principals, or other institutions such as the Education Office, or professional organizations such as the Indonesian Teachers Association (PGRI), or because of the educator's own initiative.

The collective activities of teachers are activities in participating in scientific meetings or joint activities aimed at achieving standards or above the standards of professional

competence that have been set. The collective activities of these teachers include: Workshop activities or teacher group activities such as Teacher Working Groups, Subject Teacher Consultations, Principal Working Groups, or the like. Discussants or participants at seminars, scientific meetings. Other collective activities that are in accordance with the duties and obligations of teachers, such as functional training, and so on (Mulyasa, 2016).

The results of the study show that every Madrasah Tsanawiyah in Jenepono Regency has an educator competency development plan, so that Madrasah Tsanawiyah teachers become teachers. academic qualifications, competencies, and educator certificates, physically and mentally healthy, and have the ability to realize national education goals. The planning for developing the competence of teachers is as shown in the following table:

Likewise, what was conveyed by the Head of the MTS Al-Falah Arungkeke school: planning for the development of educator competencies is very important in education, therefore I as the head of Madrasah program to improve the quality of teachers using boss funds in the form of training, scientific meetings, training and Teacher Working Groups.

The same thing was conveyed by the principal of MTs Babussalam DDI Kassi: My response about planning for competency development is very important because in addition to increasing knowledge it can also

improve the skills of teachers so that schools continue to plan various activities including training, workshops and others that support competencies as an educator.

Table 1 Planning for competency development of madrasah tsanawiyah teachers in Jeneponto Regency for the 2021/2022 academic year (implemented)

Classroom Action Research (CAR) is one of the scientific activities that can assist in developing the competence of teachers in Madrasah Tsanawiyah. The principal is very concerned about such activities, therefore the implementation of CAR writing (Classroom Action Research) has reached 100%, meaning that all CAR-based activities for teachers at Madrasah Tsanawiyah in Jeneponto Regency are enthusiastically included. This is as stated by the principal MTs Al-Falah Arungkeke. Said that teachers at Madrasah Tsanawiyah Al Falah Arungkeke were sent from time to time to attend Classroom Action Research (CAR) trainings.

Basically, the planning for developing the competence of teachers at MTs Jeneponto Regency has not been implemented optimally. This is due to various factors, one of which is the factor of funds, facilities and infrastructure, including the issue of the Covid-19 pandemic which limits the space for carrying out previously planned programs, but even so, school principals and teachers and students continue to try optimally to carry out the planned program, because school principals,

teachers and students are aware of the importance of careful planning.

Quality education is education that is able to answer various challenges and problems that will be faced now and in the future. From this it can be concluded that the quality or quality of education is the ability of educational institutions and systems to empower educational resources to improve quality in accordance with educational expectations or goals through an effective educational process.

The existence and role of teachers and their competence in the world of education is a very important factor. Teachers are the most important part in the teaching and learning process, both in formal and non-formal education. Therefore, every effort to improve the quality of education in Indonesia cannot be separated from various matters relating to the existence of teachers.

It is very important for educational institutions from various levels to develop strategies in order to maintain the quality of educator competencies. There are several strategies that can be applied in the context of developing the competence of teachers, including carrying out their duties as an educator professionally and trying to discipline themselves in participating in various activities that can support competency development. This is similarly expressed by the head of Madrasah Tsanawiyah Negeri 1 Jeneponto who said that:

The strategy I take to improve the competence of teachers is to carry out their professional duties, increasing the ability and competence of teachers can be carried out by including activities aimed at improving and growing abilities, attitudes and skills to be carried out.

The principal has the authority to make policy as a form of strategy in developing educator competencies, for example the empowerment of boss funds in order to motivate teachers to participate in various scientific activities.

This is like the strategy implemented by the head of MTs Al-Falah Arungkeke KSM who said there were 2 ways or strategies implemented in the context of developing educator competence, namely Program to increase competence through empowerment of boss funds, and Motivating teachers to participate in webinars/training both during and offline.

The strategy adopted by the US, the principal of MTs Babussalam DDI Kassi, is different. The strategies that I have taken to improve the competence of teachers are joining teachers to workshops/ seminars/ training activities, Guiding teachers in research activities, Class actions/ modules/ innovative works and Further studies to a higher level.

This is in accordance with the results of an interview with AR., the principal of MTs Negeri I Jeneponto who said that whether a

school is good or bad and developing or not depends on the principal's ability to lead.

According to AR., headmaster of MTs Negeri I Jeneponto, Educator Competence is one way to meet the competency standards of teachers in accordance with the demands of the profession and the development of science and technology.

US., Principal of MTs Babussalam DDI Kassi, Educator competence is the ability of an educator to carry out their duties.

Table 2 List of distributions of accumulated scores on pedagogical competence variable indicators

No	Sub Indicator	Average	Category
1	Skilled in carrying out educational development activities	56	Competent
2	Utilizing information and communication technology	57	Competent
3	Facilitating the development of the potential of students to actualize their various potentials	54	Competent
4	Communicate effectively, empathically, and politely with students	55	Competent
5	Utilize the results of the assessment and evaluation for the benefit of learning	57	Competent
6		55.8	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency are categorized as pedagogically competent. This shows the high assessment of their students towards their teachers.

The plans designed by the madrasa related to the development of pedagogic competencies are Development of scientific insight with an improvement pattern intensity opt-inteacherat eachscientific meetings such as seminars. Activation of school committee meetings with teachers and principals. Build the intensity of good communication with students.

While the strategy that applied Principals in the context of developing pedagogic competence can be done in several ways including through Subject Teacher Consultations, training, workshops, supervision and school meetings.

Table 3 List of distributions of accumulated scores on indicators of social competence variables

No	Sub Indicator	Average	Category
1	Teachers are inclusive, act objectively, and do not discriminate	57	competent
2	Teachers communicate effectively, empathically and politely	55	competent
3	Teachers are able to adapt	53	competent
4	Teachers communicate orally and in writing or in other forms	54	competent
5	teachers follow an organization that aims to foster mental school children outside school hours	56	competent
6		55	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency are categorized as socially competent. This shows

the high assessment of their students towards their teachers, namely the average score is in the position of 55 which is close to 60 which is the highest score.

The planning and strategy for developing social competence of teachers that are intensely implemented by the madrasah tsanawiyah in Jeneponto Regency is to build the intensity of supervision, teachers must communicate effectively, empathically, and politely with fellow teachers, education staff, parents, and the community, including: (a) communicate with peers and other scientific communities in a polite, empathetic and effective manner, (b) communicate with parents of students and the community in a polite, empathetic, and effective manner about learning programs and student progress, (c) involve parents of students and the community in learning programs and in overcoming students' learning difficulties.

Table 4 List of distributions of accumulated scores on the indicators of the Personality competency variable

No	Sub Indicator	Average	category
1	Teachers act in accordance with Indonesian religious, legal, social and cultural norms.	53	competent
2	Teachers present themselves as honest individuals with noble character and role models for students and the community	54	competent
3	Teachers present themselves as individuals who are steady, stable, mature, wise and authoritative.	53	competent

4	Teachers show work ethic, high responsibility, pride in being an educator and self-confidence.	50	competent
5	teachers uphold the code of ethics of the teaching profession	56	competent
		53.2	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency have good personalities. From the results of the assessments of their students, it shows that the personality of their teachers is at an average score of 53.2 which is close to the highest, namely a score of 60 if all respondents answered "Yes".

Personal competence is a very important thing possessed by an educator because teachers are figures who can provide examples to students. Therefore, every educational institution, especially madrasah tsanawiyah in Jeneponto Regency provides careful planning and strategies in the context of developing the personal competence of teachers.

According to AS., said that there are several strategies and planning that must be done including controlling the level of discipline of teachers, how to dress, how to get along, how to speak. Noble and exemplary character can be seen through actions taken in accordance with religious norms (faith and taqwa, honest and sincere, likes to help), and having behaviors that can be imitated by students.

Table 5 List of distributions of accumulated scores on the variable indicators of professional competence.

No	Sub Indicator	Average	Category
1	Teachers master the material, structure, concepts, and scientific mindset that support the subjects taught	57	Competent
2	Teachers master the competency standards and basic competencies of the subjects/fields of development being taught	55	Competent
3	Teachers develop creatively guided learning materials	53	Competent
4	Teachers develop professionalism in a sustainable manner by taking reflective actions	54	competent
5	teachers use information and communication technology to communicate and develop themselves	56	competent
		55	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency are categorized as competent even though many people think that teachers at madrasah tsanawiyah are still of standard standard. this is as expressed by KSM., Principal of MTs Al-Falah Arungkeke, that; Educator competencies are still very standard, still need continuous improvement.

Teachers' competence is one of hopeat eacheducational institutions including madrasah tsanawiyah indistrictsJeneponto. The following are the results of the interview

with the principal of the Madrasah Tsanawiyah, Jeneponto Regency:

US case, Headmaster of MTs Babussalam DDI Kassi, The targets to be achieved after the realization of the competence of teachers are increased pedagogic competence, increasing personality competence, increasing professional competence, Increased social competence, and Increasing graduates in the educator competency test.

AR., Headmaster of MTs Negeri I Jeneponto, The target to be achieved by the principal after the realization of educator competence is to increase the competence of teachers based on technology, improve policies from schools regarding educator.

KSM., Headmaster of MTs Al-Falah Arungkeke, The target to be achieved by the principal after the realization of educator competence is to become a pilot madrasa in all aspects of the quality of students, teachers and madrasa heads.

Based on the results of the study, it shows that the strength of an institution, especially madrasah tsanawiyah, has its own strength in developing competence specifically and institutionally. This strength is one of the driving factors in carrying out a program, especially the development of educator competence, the strength in developing educator competence has been contained in the vision and mission and goals

of the Madrasah Tsanawiyah in Jeneponto regency. This is as expressed by:

AR., Headmaster of MTs Negeri I Jeneponto,: The strengths of the principal in developing educator competence can be seen in the school's vision and mission, management carried out, human resources, budget and infrastructure (facilities and infrastructure) as well as teachers' understanding of technology.

Similar to KSM., the Headmaster 1 of MTs Al-Falah Arungkeke, there are 2 strengths of the principal in developing the competence of teachers, namely:

1. Good vertical communication with ministry of religion
2. Strong educator motivation to develop competence (interview, 18 December 2021).

As stated by AS, the principal of MTs Babussalam DDI Kassi, the principal's strength in developing educator competencies is quality human resources.

Based on the results of the interviews described above, it can be understood that human resources in this case teachers and school principals have the same vision and mission and goals in developing education, especially at the madrasah tsanawiyah level in Jeneponto Regency, so that strength is very important. in carrying out their duties as an educator.

Weakness is one of the inhibiting factors in developing the competence of teachers in

Madrasah Tsanawiyah, Jenepono Regency. The low understanding of teachers on the importance of educator competencies so that teachers are categorized as lack of motivation in developing themselves, besides that in Jenepono Regency there is still a relatively lack of implementation of technology-based activities. For more details, see the following interview results:

AR., Headmaster of MTs Negeri I Jenepono, The weakness faced by school principals in developing educator competencies is that there are still some teachers who do not understand and know about how to improve educator professionalism, and there is no technology-based training for teachers.

KSM., Headmaster of MTs Al-Falah Arungkeke, There are 2 weaknesses faced by the principal in developing the competence of teachers, namely:

1. There are still teachers who teach not according to scientific disciplines
2. Lack of funds

US., Headmaster of MTs Babussalam DDI Kassi, The weaknesses faced by school principals in developing educator competencies are inadequate facilities and infrastructure and geographical location that does not support development.

Based on the results of the study indicate that educational institutions in madrasah Tsanawiyah experience obstacles and challenges that should require appropriate

solutions in the context of demands for the development of educator competencies.

Table 6. Descriptive Opportunities and Challenges Development of educator competence in an effort to improve the quality of learning.

SWOT analysis	Quality	Rating	Score	Comment
Opportunity				
Use of technology in learning	0.15	3	0.45	Teacher have high morale
Teachers have a good work spirit	0.15	3	0.45	
Teachers have high morale	0.15	3	0.45	
Continuous self development	0.15	3	0.45	
Average value 0.54				
Threat				
Low motivation to try to develop the quality of teachers	0.10	2	0.20	Lack of HR
Low awareness and enthusiasm to share knowledge and experiences.	0.05	1	0.05	
Lack of funds	0.05	1	0.05	Average value 0.20
Lack of HR	0.15	3	0.45	
Limited time	0.15	3	0.45	The lack of accessible scientific activities
The lack of accessible scientific activities	0.15	3	0.45	
Lack of facilities and infrastructure to support the development of	0.20	4	0.80	

educator competence							
Always think practical quickly finished	0.05	1	0.05	The low understanding of teachers on the importance of educator competence	0.10	2	0.20
Lack of understanding of students regarding the application of learning strategies so that they are less enthusiastic/less active	0.05	1	0.05	The low understanding of teachers on the importance of educator competence	0.05	1	0.05
Lack of understanding about the internet and using technology, both teachers and students	0.10	2	0.20				
Lack of interest and talent in teachers to develop their competencies	0.10	2	0.20				
Lack of support	0.05	1	0.05				
Lack of trust	0.10	2	0.20	Strength			
lack of facilities and infrastructure in Madrasah	0.10	2	0.20				
Less effective KKG/MGMP	0.10	2	0.20	Have the same vision and mission as well as goals in developing education, especially at the Madrasah Tsanawiyah level in Jeneponto district	0.15	3	0.45
Lack of teacher supervision	0.10	2	0.20				
Less than the maximum managerial head of the school	0.10	2	0.20				
Limitations of teachers in operating computers	0.10	2	0.20				
Lack of understanding of teachers on the meaning of educator competence	0.10	2	0.20				

Kurt Lewin identifies that a person's competence is also shaped by the knowledge factor obtained through information. With the information obtained by a person, knowledge will increase which eventually forms his competence. It means that everyone has

competence in themselves, both learning, memorizing and thinking competencies, as well as teachers. Being an educator must have pedagogic competence, social competence, personality competence, and professional competence. Of the four competencies, there is one that must be a concern, namely pedagogic competence, this competence is owned by teachers when they want to learn and develop themselves continuously in accordance with technological developments.

Teachers in Islam are people who are responsible for the development of students by seeking all their potential, both affective, cognitive, and psychomotor potential. Therefore, Islamic religious teachers are expected to be able to use the tools that can be provided by the school, and choose learning resources that are in accordance with the demands of the subject matter to be delivered.

This is in accordance with the results of research showing that madrasah tsanawiyah teachers in Jeneponto Regency are motivated to participate in various activities in the context of competency development so that teachers at madrasah tsanawiyah have knowledge and have the ability to utilize tools or instruments to be used in assisting the development of transferization. Science in the learning process, and choosing learning resources that are in accordance with the demands of the subject matter to be delivered.

The knowledge gained by teachers, especially Madrasah Tsanawiyah teachers in

Jeneponto Regency through scientific activities such as workshops, training, education, seminars, and discussions. While the competence of the madrasah tsanawiyah (MTs) teachers in Jeneponto Regency, the principal version is actually still standard, but even so the teachers try their best to understand the way they should do in developing their respective competencies. On the other hand (student version) all teachers are competent in their respective fields. Based on the results of the study, that MTs teachers in Jeneponto Regency already have the competence. This is based on the answers from the questionnaires given to the respondents which refer to strengthening the competence of teachers.

CONCLUSION

The planning for developing the competence of madrasah tsanawiyah teachers is a plan that has been structured, programmed and becomes a system in every madrasah (schools), in carrying out the planning for developing teachers competencies in Jeneponto Regency. The head of the madrasah tsanawiyah as a leader in each institution implements various strategies for developing the competence of madrasah tsanawiyah teachers by motivating and involving teachers to participate in various scientific activities such as activating MGMP, KKG, seminars, training and workshops in Jeneponto Regency. The competence of madrasah tsanawiyah teachers is competent in accordance with the

National Education Standards. Strength, Weakness, Opportunities, dan Threats (SWOT) analysis is used in developing the competence of madrasah tsanawiyah teachers in order to improve the quality of their professionalism individually nor together. The results of this study can be used as input as well as evaluation material in communicating between school headmasters, teachers, and also supervisors of education, so that they can be forwarded to policy makers in this case the relevant ministries. For the head of Madrasah, it can foster awareness of communication problems in carrying out their duties and responsibilities in educational institutions.

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Development of Self-Confidence Assessment Instruments for 7th State Junior High School Students in Banjarmasin

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Abstract. So far, most teachers only focus on the aspect of knowledge, while the assessment of the attitude aspect is only done through the teacher's subjective observations. This study aims to develop an instrument in the form of a valid and reliable student self-assessment to measure attitudes on indicators of self-confidence. The method used is Research and Development (R&D) from Borg and Gall. This research was conducted at State Junior High School 7 Banjarmasin, with 200 students as the sample. Data collection techniques used in the form of a questionnaire. The data were analyzed descriptively quantitatively with the help of SPSS version 25 program. Of the 35 instruments that were tested on a small scale, there were 28 valid instruments and 7 invalid items because they had an rcount of 0.349 at a significance level of 5%. Of the 28 valid instruments, a large-scale trial was carried out with a sample of 200 students. The results of the analysis of 28 items using the product moment test, the results obtained that all instruments were declared valid because all of them had rcount values > 0.138. From the 28 instrument items, it was followed by a reliability test using Cronbach's alpha formula and obtained a value of 0.898 (high criteria). It can be concluded that the 28 instruments are suitable to be used to assess the self-confidence of the students of SMP Negeri 7 Banjarmasin.

Keywords: *Assessment Instruments; Confident Attitudes*

INTRODUCTION

Education is the key in developing knowledge and efforts to form quality human resources. The hope is that education is able to develop the quality of the younger generation in various aspects, where it can be a solution to the problems of culture and national character. The curriculum is a very urgent part in the implementation of formal education in schools. This is also contained in Law No. 20 of 2003, in Chapter I Article 1 Paragraph 19 states that "the curriculum is a guideline for the implementation of learning activities to achieve certain educational goals". The presence of the 2013 Curriculum is nothing but an effort to achieve national education goals.

In order to know the achievement of educational goals, an evaluation is needed to determine the level of achievement.

(Asrul et al, 2014) said that evaluation is a series of continuous and systematic actions in determining quality based on certain criteria and considerations for making decisions. Dimiyati and Mudjiono (Adawiah et al., 2021) define "Evaluation is a systematic process to determine the value of something based on certain criteria through assessment." From the definition of evaluation put forward by several experts, it can be concluded that evaluation is an important stage in the implementation of a work program, including work programs in the 2013 curriculum.

Permendikbud No. 23 of 2016 explains that in the 2013 curriculum, there are four core competencies that must be achieved by students, and one of them is the competence of social attitudes (KI-2). Referring to the 2013 curriculum, social attitudes include respect for others, behaving honestly, responsible, disciplined, caring, tolerant, polite, and confident.

Discussing the development of instruments as a measure of student attitudes and behavior to assess character development certainly requires knowledge related to children's intellectual development. That, as explained by Piaget (Gaol et al., 2017) there are four periods of children's intellectual development, the period of concrete operations and the period of formal operation in children in junior high school education. According to (Gaol et al., 2017) the concrete operation period is the beginning where students can think rationally and have mature actions that can be applied to concrete problems. The independence and self-confidence of students in learning begins to be seen at this stage.

Confidence according to Liu et al. (Asiyah et al. 2019) is an attitude in which a person can accept everything that happens so that he is able to develop his self-awareness and have positive thoughts about anything and be independent and able to achieve something he wants. The same thing was stated by (Novena and Kriswandani, 2018) who in one of their research results showed that there was

an effect of self-confidence on learning achievement. Student learning outcomes with high self-confidence are better (higher) than moderate and low self-confidence, and student learning outcomes with moderate self-confidence are better than student learning outcomes with low self-confidence

SMP Negeri 7 Banjarmasin is one of the schools that has implemented the 2013 curriculum. However, from observations and preliminary interviews with teachers, the attitude assessment is left to each subject teacher. From the results of the interview, it is known that the attitude assessment is carried out through observation without using an instrument that has been tested for validity and reliability

According to Kusnandar (Adawiah et al., 2021) the assessment in the 2013 curriculum experienced a shift, which was initially more focused on measuring aspects of knowledge into authentic assessments that required a balance between the assessment of knowledge, attitudes and skills. (Hedianto, 2022) stated that authentic assessments are required to be able to assess the overall ability of students including knowledge, attitudes, and skills. (Wildan, 2017) stated that the assessment carried out focused on only one aspect, it could not be used as a reference in the assessment of student development. So far, teachers often conduct attitude assessments using observation techniques through observation sheets. The results of Santosa's

research (2019) stated that there was no systematic preparation made by the teacher in conducting observations.

From the three relevant studies, it can be concluded that so far teachers have only focused on the knowledge aspect. The assessment of the attitude aspect is only done through the teacher's subjective observations. Based on these problems, research on the development of student self-assessment instruments is very important to do.

RESEARCH METHODS

The research was conducted in schools that implement the 2013 curriculum, one of which is SMPN 7 Banjarmasin. The research was conducted in the 2020/2021 academic year. This study uses the Research and Development (R&D) method, which is a systematic study process to validate and develop products used in education (Ibrahim et al., 2018). The steps of this development research refer to the stages proposed by Borg & Gall with the following stages: (1) conducting a potential and problem analysis; (2) collect data; (3) product design; (4) validate the product; (5) make revisions; (6) conducting limited-scale product trials; (7) revise the product; (8) conducting large-scale product trials; (9) revise the final product, and (10) product dissemination. The research sample amounted to 200 students.

The form of the instrument is a self-assessment sheet with a Likert scale. Each

statement item has 4 alternative answer choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Items of the self-assessment statement instrument include positive statements and negative statements. The scoring for positive statements is: 4 = strongly agree, 3 = agree, 2 = disagree and 1 = strongly disagree. For negative statements, the score is on the contrary, namely 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree.

Data processing uses the SPSS version 25 program. To determine the validity of the instrument, the analysis used is product moment correlation analysis with the condition that the instrument is declared valid based on the comparison of each r_{table} and r_{count} , if the value of r_{count} item is declared valid (Wulansari, 2012). The reliability test uses the Cronbach Alpha formula for valid statement items with the provisions according to (Ghozali, 2013) that the instrument is declared reliable if the Cronbach Alpha value is greater than the coefficient (0.6).

DISCUSSION

This research begins with the researcher designing a product in the form of an instrument for assessing students' self-confidence based on the results of problem and potential analysis conducted through interviews and preliminary observations on March 29, 2021.

The results of observations and interviews with several teachers showed that so far the attitude assessment was carried out through open observation during the teaching and learning process. Observations were made without focusing on the attitude assessment indicators contained in the 2013 curriculum, subjective observations made by teachers were only on "extreme" behaviors. In addition, the students' self-confidence assessment conducted previously had never used an instrument that had been tested for validity and reliability. Based on these problems, the instrument needs to be developed so that it becomes a proper instrument and has been tested for validity and reliability.

According to the Ministry of Education and Culture (2017), self-confidence contains six indicators consisting of: "opinion or doing activities without hesitation, able to make decisions quickly, not awkward in acting, not easily discouraged, dare to ask questions, have opinions, answer questions, and dare to present in front of the class." In this study, there are 35 statement items to measure students' self-confidence

Before the instrument was tested, content validation was carried out by three experts (experts), namely one from an evaluation expert, one from a linguist, and one education practitioner, namely a BK teacher. Validation was carried out to improve the content of the self-confidence assessment instrument both in terms of language, sentence

clarity and the suitability of indicators with statements.

Several improvements were made based on the results of the content validation test, including improvements to the writing that had to be adjusted to the Enhanced Spelling (EYD), and the sentence structure had to match the SPOK structure. After revisions were made in accordance with expert input, then conducted a limited trial on the instrument to determine the level of validity and reliability. This is in line with the opinion of Sugiyono (2012) that after being consulted with experts, then tested and analyzed with item analysis to test the validity of the instrument items.

In a small-scale product trial (limited trial), the sample was set at 32 students. From the small-scale product trial, it is known that from 35 instruments, there are 7 instruments that are not valid. because it has an rcount of 0.349 (significance level 5%). Of the 28 valid instruments, a large-scale product trial was carried out with a sample of 200 people. student. Sampling refers to Nunnally's opinion (Adawiah and Ruchliyadi, 2021) that N as the number of samples is at least 5 times the number of items in the measuring instrument. Crocker and Algina (Adawiah and Ruchliyadi, 2021) stated that for the sake of information stability, a minimum sample of 200 people is required.>

The results of the analysis of 28 items using the product moment test,

obtained the results of all instruments being declared valid because all of them have an rcount > 0.138 as shown in table 1 below.

Table 1. Instrument Validity Test Results on extensive trials

No.	Pearson Correlation	Value of Sig.
1.	0.580	0.000
2.	0.460	0.000
3.	0.553	0.000
4.	0.569	0.000
5.	0.426	0.000
6.	0.426	0.000
7.	0.648	0.000
8.	0.389	0.000
9.	0.560	0.000
10.	0.544	0.000
11.	0.342	0.000
12.	0.523	0.000
13.	0.307	0.000
14.	0.640	0.000
15.	0.448	0.000
16.	0.238	0.001
17.	0.593	0.000
18.	0.527	0.000
19.	0.621	0.000
20.	0.598	0.000
21.	0.444	0.000
22.	0.624	0.000
23.	0.462	0.000
24.	0.598	0.000
25.	0.646	0.000
26.	0.648	0.000
27.	0.584	0.000
28.	0.446	0.000

Of the 28 instrument items, the next step is to perform a reliability test using the Cronbach alpha formula. Instrument items are declared reliable if the Cronbach alpha number is 0.6. According to (Azwar, 2008) "the higher the reliability coefficient, the closer to 1, the more reliable it is". Based on these provisions, 28 instrument items were declared reliable with the results of the reliability test showing

the Cronbach alpha value of 0.898 0.6 as shown in table 2 below \geq

Table 2. Reliability Test on Trial Extensively

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	28

Extensive product trials were conducted on 200 students. From the results of the analysis of validity and reliability, the 28 items of the instrument indicate that the assessment instrument developed is valid and reliable, so that the assessment instrument is feasible to be used in measuring students' self-confidence, especially at SMP Negeri 7 Banjarmasin. The description of the 28 items of the instrument can be seen in table 3 below.

Table 3. Trust Attitude Assessment Instruments Self

No	Statement
1	I dare to ask if there is material that is not understood.
2	I only know my classmates.
3	I did not dare to take extracurricular at school because I felt I did not have talent in that field.
4	I dare to come forward to work on the problem.
5	During recess I prefer to be alone in class
6	I believe if you study hard you will get good grades.
7	I am good at speaking in front of the class.
8	I choose to remain silent when the teacher asks a question, even though I know the answer.
9	I prefer to mingle with friends than to be alone.
10	I'm shy to meet new friends
11	I was glued to the book during a presentation in front of the class.
12	I am active in extracurricular activities at school.
13	I have a strong will when I want something.
14	I'm not shy about appearing alone in front of the class.

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- 15 I think all problems have a solution.
 - 16 I try to complete every homework given by the teacher without the help of others.
 - 17 I feel that I often make mistakes so I am afraid to make decisions.
 - 18 I'm worried that I'll be considered a stupid friend if I ask the teacher
 - 19 I am nervous when presenting in front of the class.
 - 20 I stammered when I presented my assignment in front of my friends
 - 21 I am optimistic about what I do.
 - 22 I am able to express my opinion well.
 - 23 I give up easily if I fail to get good grades.
 - 24 I dare to ask without having to be appointed by the teacher if someone does not understand.
 - 25 I feel that my abilities are not as good as those of my friends
 - 26 I am able to explain the material well when presenting in front of the class.
 - 27 I don't want to share my opinion, for fear that my opinion will differ from others.
 - 28 I don't give up easily when faced with difficulties.
-

Based on the table above, the 28 items of the instrument have met the requirements to be said to be a valid and reliable instrument to measure the self-confidence of students at SMP Negeri 7 Banjarmasin. This is in accordance with the statement put forward by Mardapi (Sudarsana et al., 2020) valid and reliable are the main requirements of an instrument that is suitable for use as an assessment.

A similar statement was also put forward by (Matondang, 2009) which states that the instrument can be said to be good if it is proven to be valid and reliable. Kothari (Firdaos, 2016) adds that if the instrument used is of good quality (valid and reliable), then the data obtained will be in accordance with the actual situation in the field. (Mulyatiningsih,

2012) also said that the instrument is considered not yet suitable for research and must be revised if it does not meet the valid and reliable criteria. Referring to the opinion above, the 28 items of the self-confidence instrument were declared suitable to be used to measure the self-confidence of the students of SMP Negeri 7 Banjarmasin, because they were proven to be valid and reliable.

This study resulted in an instrument for assessing students' self-confidence at the junior high school level/equivalent. This self-assessment instrument is designed in the form of a questionnaire with the aim of avoiding the subjectivity of the teacher as an assessor and is more practical in use. In addition, this assessment instrument was also developed with reference to the results of the analysis of needs in the field, so that it can be a solution in overcoming the problem of quality assessment of attitudes, especially in assessing students' self-confidence. Rakhmat (Hendriana, 2012) states that self-confidence is interpreted as a belief about oneself that everyone has in their lives, and how that person sees himself as a whole with reference to his self-concept. While (Sugeng et al. 2022) stated that pSelf-confidence is a person's belief in his ability to do something.

For students, self-confidence is a very important factor, because a confident attitude will make a person feel optimistic and able to make adjustments to their social environment (Siswantoro and Hariati, 2022). Individual who

do not have self-confidence, have a negative self-concept, and lack confidence in their abilities, therefore they often close themselves off (Tanjung and Amelia, 2017).

In learning activities, students' self-confidence is certainly very important, because self-confidence is also related to learning outcomes. As Komara's research (2016) in its conclusion states that there is a positive relationship between learning achievement and self-confidence with students' career planning. (Pratiwi and Laksmiati, 2016) in their research results also state that there is a correlation between self-confidence and student independence in learning. The higher a person's self-confidence, the higher his learning independence. Therefore, self-confidence is something that a person should have in an effort to achieve success (Fiorentika, Santoso, & Simon, 2016). To determine the students' self-confidence, a valid and reliable instrument is needed. This study resulted that from the tests carried out, 28 items were appropriate instruments to be used to measure students' self-confidence.

CONCLUSION

The validity test was carried out through the content validation test phase, limited trial and broad trial. After going through a series of stages to test the validity of the instrument, the final results were obtained in a broad trial with a sample of 200 respondents on 28 instruments

with an rcount of 0.138 > rtable, all instruments were declared valid. Instruments that are declared valid will be tested for reliability and 28 instruments are declared reliable with the analysis value of the Cronbach alpha value, namely 0.898 (0.6). Equal.

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The Effectiveness of Storytelling Method To Increase Language Development In Early Childhood

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Abstract. Language is an effective medium for children in establishing social communication. Children's language development is a combination of social interaction, emotional development, intellectual ability, as well as physical and motor development. Early education has an important role in developing children's potential. Teachers must be able to choose what methods are effective for developing language in children. This study aims to determine the effect of using the storytelling method on the development of language and language skills of early childhood. The research method used is an associative research type. Respondents in this study amounted to 30 children. Data collection techniques used by observation techniques, the research instrument used was an observation sheet in the form of an assessment rubric. The data analysis technique used a simple linear regression test. The results of the simple linear regression test showed that there was an effect of using the storytelling method on the development and language skills of early childhood. Children are able to speak fluently, word choice and sentence structure are also very good. The storytelling method can improve language development and skills in early childhood. Using the storytelling method can help improve language development and skills in early childhood.

Keywords: *Storytelling; Language Development; Early Childhood*

INTRODUCTION

Language is the most effective medium in building communication. Without language, communication cannot run well and social interaction will not occur. Because without language, no one can express themselves to convey what they feel to others, as well as early childhood children. They also really need language to communicate with other people and express what they feel.

Language is a literacy activity consisting of written vocabulary that has meaning and can be understood by others (Hastuti & Neviyarni, 2021). Language is a communication tool and is very necessary

because humans are social creatures who interact with each other with their environment. (Hasbullah, 2020) say that children have the potential to express what is in their minds and hearts through sound. The growth of the voice will shape the language. Language is speech about human thoughts and feelings using regular sounds.

With the development of language in children, it will make it easier for children to communicate and convey what they want and feel to others, especially to peers. Therefore, it is necessary for teachers to understand the concept of language development in children. Language's child development always

increases with age. Language development in children is very important because it can develop social skills (social skills) through language (Friantary, 2020). Therefore, both parents and teachers and people around children must explore language development in children.

Furthermore, according to (Alfin & Pangastuti, 2020) "Language development in children slowly shifts from making sound expressions to expressing by communicating, and from only communicating by using gestures and gestures to show their desires, developing into communication through precise and clear speech". The stages of a child's development that are expressed through thoughts and using words that signify the increasing abilities and skills of children according to their developmental stages.

According to (Devianty, 2017) language is one of the fundamental factors that distinguish humans from other creatures because through language an individual has the main capital to interact with other individuals. The interaction aims to build social relationships that understand each other. In addition, according to (Suhendi, 2017) language acts as a person's main capital to learn something through various sources of knowledge that can never be separated from one's ability to master language.

(Sari & Nofriadi, 2019) stated that early childhood is a sensitive period for each individual where at this time every

development will be very easy to stimulate, so that early childhood is a very appropriate period to develop language skills. This is confirmed by the opinion of (Priyoambodo & Suminar, 2021) which states that language development in early childhood is a very vital development that affects the improvement of reading skills at a later stage.

Based on some of the opinions above, it can be concluded that language is very important for humans and early childhood is a very appropriate time to stimulate all language skills. Language's child development starts from infancy, which is based on experience, skills and progress in language. Language development is an effective medium for children in establishing social communication. With the development of language in children, it will make it easier for children to express what they want and convey to others. Therefore, language development for early childhood aims to make children able to communicate well.

Language learning in children consists of several learning methods according to the needs of children. Language learning methods in children adapt to the needs, and the child's ability to accept it. The learning method is chosen according to the type, needs of the child and the most effective method possible to apply.

Storytelling is conveying something that contains an event that is conveyed through audio and visual, with the aim of providing

knowledge and messages in the story (Fauziah & Rahman, 2021). Storytelling is conveying something that contains real or fictitious actions, experiences or events. The storytelling method is one of the learning process for early childhood by presenting stories to children. (Lestari, 2021) stated that storytelling activities or what is often called storytelling are used to improve language development in children. This storytelling activity can enrich children's language and storytelling skills. This is of course supported by the factors of parents and teachers to train children to be able to develop themselves to tell stories or storytelling, this can also have an effect on improving language development in children.

In developing children's speaking skills, it can be done using the storytelling method, the conversational method, the question and answer method, and the role playing method. One of the most effective methods to develop children's speaking skills is the storytelling method. According (Iswinarti, Asrini, Hasanati, & Kartono, 2020) storytelling is a storytelling activity to convey a certain purpose. Storytelling activities are very useful in children's development, especially speech development, expressing in words children can apply the message conveyed by the teacher in the storytelling method. (Fatimah & Mahmuddin, 2021) states that storytelling is an activity to convey and present a fun story in the form of a real or imaginary story that describes

messages, ideas and values. (Hasim, 2019) said that storytelling techniques are widely used by early childhood teachers to develop children's concentration power. The teacher tells stories by relying on the quality of the voice, facial expressions, and body movements. The storytelling method can develop some of the abilities possessed by early childhood, including the ability to listen, train comprehension or language development, concentration power, listening and others.

Storytelling in the sense of storytelling can be interpreted as a branch of literature that is both the oldest and the newest. Human behavior seems to have an innate impulse to share their feelings and experiences through storytelling. They express wishes, and hopes in stories in an attempt to explain and understand each other. (Hidayat, Muktadir, & Dharmayana, 2019) found that students' speaking skills and reading skills were very weak, so that students had a lot of difficulty following the teaching and learning process well. The application of conventional methods that bore students also became a problem from the weakness of children's speaking skills and reading skills that could not be overcome. By applying the storytelling method in learning Indonesian to overcome the problem of low speaking and reading skills in elementary school children.

Storytelling instills thinking skills and provides opportunities for children to learn to

examine the events around them. Various kinds of stories, expressed with feelings that are in accordance with what is experienced, felt, and seen based on the experience gained. (Puspita & Diana, 2021) states that the story is one of the speaking skills that aims to provide information. By telling a story someone can convey information to others. This also applies to early childhood. With the storytelling method, they unconsciously carry out the process of telling stories to their peers, to their families, and to the surrounding environment. Storytelling is one of the methods used by teachers in providing learning so that children understand the contents of the stories conveyed more optimally.

(Putri, Sari, & Miswanto, 2022) states that storytelling is a productive spoken language skill. Thus, storytelling becomes part of children's language development. Storytelling skills are very important in developing children's language development not only as communication skills, but also as art. (Lestari, 2021) stated that the storytelling method or story telling is a way of delivering learning material that is delivered orally in the form of a story from the teacher to students or a story conveyed by students to educators. This method can help the development of language in children, because by telling stories children get new vocabulary, they are able to develop their language skills. And can also develop their attitude towards the messages into a story.

Meanwhile, according to (Wardasari, Laturrakhmi, & Illahi, 2021) defines storytelling as an art or the art of a narrative skill from stories in the form of poetry or prose, which are shown or led by one person in front of an audience directly. The story can be narrated by being told or sung, with or without music, pictures, or with other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources. According to (Aripadono, 2020) storytelling can be a motivation to develop awareness, expand children's imagination. The teacher's job is to make the storytelling method memorable and enjoyable for students when applied in the teaching and learning process in the classroom. Submission from the teacher must be interesting, so that by itself, the students will have a pleasant impression on the plot of a story of a fairy tale conveyed by the teacher. (Marcela et al., n.d.) stated that teachers apply the storytelling method very well using different techniques by adjusting to the theme and needs of the child. The development of receptive language skills in early childhood has achieved the expected criteria by using the storytelling method.

Storytelling increases one's creativity and productivity, because to convey something storytellers need various ways or creativity so that listeners or readers do not feel bored or bored and can easily find out the points they want to convey. If the listeners or readers can quickly understand these points,

then the storytellers do not need to spend more time and can use the rest of their time for other activities. That's why storytelling can increase creativity and productivity.

Based on the opinion above, it can be concluded that storytelling is a part of children's language development and children's oral language skills. Storytelling skill is an art in which it describes a story or event that is conveyed using images or sound by conveying through stories or singing. The storytelling method can be used as a method of learning activities that can be applied in learning to improve various early childhood developments. The implementation of learning effectiveness using the storytelling method shows that there is a significant influence on language development in early childhood. This significant influence is found in children's storytelling and language skills. Children are able to speak fluently, do not make noises that interrupt words or sentences and have used sounds with an audible volume. The choice of words and the preparation of children's sentences is also very good. Based on the conclusions above, it has been proven that the storytelling method can improve language development and skills in early childhood.

RESEARCH METHODS

This research is a type of causal associative research. The design used is a simple paradigm design. This paradigm

reflects that there is a group that is given treatment in the form of using the storytelling influence method on early childhood language skills. This research was conducted at Tartilla Aur Duri Kindergarten. The time of the research was carried out from 10 to 14 January 2022.

The school sample selection technique is using purposive sampling. Based on the use of purposive sampling, a sample of group A students with an age range of four to six years consisted of 30 students (18 girls and 12 boys).

Data collection techniques using observation and documentation. The form of the instrument used in this research is a checklist. The assessment is based on an assessment instrument that has been made from several indicators for each variable. The indicators used in the traditional game variables have 3 indicators, including: a. Obey the rules in storytelling, b. Playing characters in storytelling, and c. Retell the story in storytelling. Each indicator is given a score of one if it shows its involvement. The language ability variable has four indicators, namely: 1) Recognizing words, according to letters with the sub indicator recognizing letters according to the word CAT. The rating scale gives a score of one if the child can do it. 2) Match the picture with the word. Each sub-indicator is given a score of one if it can do so. 3) Distinguish letters from pictures. Each indicator is given a score of one if it can do so. 4) Write the letters according to the word.

Each criterion is given a score of one if it can do so.

Based on the calculation of the validity and reliability tests for the indicators of the storytelling method, a value with a range of 0.677 – 0.822 is obtained with a Cronbach value of 0.815. Meanwhile, the calculation of the validity and reliability test of the reading ability indicator obtained a value of 0.756 – 0.836 with a value. Cronbach of 0.844. The validity and reliability values obtained above indicate that the instruments used in the study are valid and reliable.

The data analysis technique in this study used simple linear regression statistical analysis to find the effect between one independent (storytelling method) and one dependent variable (early reading ability). Here is a simple linear regression formula:

$$\hat{Y} = a + bX$$

Explanation:

\hat{Y} = Predicted dependent variable

a = Constant (if the value of x is 0, then Y will be equal to a or constant)

b = regression coefficient (increase or decrease value)

X = Independent variable

DISCUSSION

Storytelling Method

The storytelling method on language skills consists of three indicators, namely obeying the rules in storytelling, determining the characters in the story and retelling the

story in storytelling. The storytelling method activities carried out were recognizing words, according to letters, matching pictures with words, distinguishing letters from pictures and writing letters according the words.

Table 1. Distribution of categories based on the storytelling method

Number	Category	n	%
1	BB (0-25%)	0	0.0%
2	MB (26-50%)	0	0.0%
3	BSB (51-75%)	5	12.0%
4	BSH (76-100%)	25	88.0%
Total		30	100.0%
Average ± Std		80.04 ±	
Min – Max		9.044	
		58–94	

Explanation :

BB (undeveloped)

MB (start developing)

BSH (develop accordingly)

BSB (growing very well)

The results of the analysis show that the value of using the storytelling method is 88.0% of children in the very well developed category. Meanwhile, 12.0% percent of children in the category developed as expected, and there were no children who were included in the category of starting to develop and not yet developing. Therefore, it can be concluded that the distribution of the variable category of the storytelling method belongs to the very well developed category, with a score of 88.0%.

Children's language skills consist of four indicators, namely recognizing words, according to letters, matching pictures with words, distinguishing letters from pictures and writing letters with words. The storytelling

method activities carried out are obeying the rules of storytelling, determining the characters in storytelling.

Table 2. Variable categories of children's language ability

Number	Category	n	%
1	BB (0-25%)	0	0.0%
2	MB (26-50%)	0	0.0%
3	BSB (51-75%)	7	19.0%
4	BSH (76-100%)	23	81.0%
Total		30	100.0%
Average ± Std		83.31 ± 10.525	
Min – Max		61–99	

Explanation :

BB (undeveloped)

MB (Start developing)

BSH (Growing as expected)

BSB (Very well Developed)

The results of the analysis show that the value of prosocial behavior is 81.0% of children in the very well developed category. Meanwhile, 19.0% of children in the category developed as expected, and there were no children who were included in the category of starting to develop and not yet developing. Therefore, it can be concluded that the distribution of the variable category of the storytelling method belongs to the very well developed category, with a score of 81.0%.

The effect of storytelling method on language skills.

Table 3. The regression coefficient of the storytelling method on language skills

Variable	Variable of reading ability		
	Beta	t	Sig.
Method storytelling	.678	4.522	.000
Df		30	
F		20.453	
R ²		.460	
Adj R ²		.438	

Explanation:

*Significant to $P < 0.05$

Based on the results of the analysis, it is known that there is a significant positive effect ($r = 0.438$, $p = 0.000$) between the use of the storytelling method on early reading skills. Based on these data, it can be concluded that there is an effect of using the storytelling method on the early reading ability of children aged four to five years.

Based on the results of the study, it can be seen that the storytelling method can improve the oral language skills of children aged 4-5 years. This is in line with previous research conducted by (Wahyundari & Handayani, 2021) which states that oral communication skills can be developed through fun situations through play. Meanwhile, the results of learning, research carried out to improve oral communication skills should be carried out in the context of playing so that they can create a natural and as-is-it-yourself atmosphere. This is in line with research (Sulaiman, 2017) that through playing activities, children are free to express their ideas, opinions and ideas through interactions that occur in games.

The ability to carry out activities according to verbal orders occurs because the storytelling method is able to become a factor that gives children the opportunity to practice carrying out activities according to the teacher's direction (Darmawan & Priskila, 2020). The ability to ask questions increases because through the storytelling method,

children gain new experiences and opportunities that stimulate their curiosity. The questions asked by the child have used the question sentences of what, who and why. This proves that children have also entered the stage of language development, namely understanding syntax (Maghfiroh & Eliza, 2021). In addition, (Nurmadiyah, 2016) argues that children have entered a higher stage in language development, namely the stage of expansion of production, which usually appears when children are able to produce language in their daily lives, including speaking in long sentences, asking questions, telling a story and playing games, role. (Yulia Indah Firyati, Een Y Haenillah, 2009) stated that there was a significant effect between storytelling and early childhood language skills. Through storytelling that is applied, it can improve children's language skills.

The ability to answer questions is increased through question and answer activities during the opening process and the reviewing process in the storytelling method. In the storytelling method, children are stimulated to express answers to questions using what, who and why words. Children are able to express answers according to the questions. Answers are expressed through simple sentences that are understood. This success also shows that the child has reached the stage of language development, especially the stage of understanding syntax so that the child is able to distinguish the use of

interrogative sentences and statements (Mayasari, 2017). Then, according to (Azhari, 2021) learning using the storytelling method can develop language potential in early childhood. There is an influence on language development in early childhood with the storytelling method. This can be seen from his fluency in speaking, never feeling shy in asking questions, being active in various fields such as telling stories, singing and being a class leader.

This is in line with (Alam & Lestari, 2019) research which also indicates the progress of children's language development from the pre-production period to the production transition period. Children who have just entered the school environment as a new environment are initially only able to be listeners and respond in silence because of the pre-production period children are often concentrated more on what is being said rather than trying to say something, but through the storytelling method children are stimulated to be able to give an active response in the form of answers based on the experience and knowledge that children gain, one of them is through traditional games. (Yolanda & Muhid, 2022) stated that storytelling is indeed effective for improving children's socio-emotional abilities, by activating the prefrontal cortex and stimulating the good spot, as well as providing new insights and the presence of characters that can be imitated.

The child's ability to share experiences is influenced by the opportunity to practice. In addition, the good communication model that the teacher exemplifies also influences the way children tell stories well. At the end of the game children are given the opportunity to tell about their playing experiences.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant influence between storytelling and early childhood language skills. Through the storytelling method, it helps to improve children's language skills because in this storytelling someone is also taught to practice for letter symbols and show the stages that must be passed. The limitation in this research is that the implementation of the learning method used is only within the scope of storytelling learning so that research is required to be more creative in creating a comfortable and fun learning environment. The data collection technique used is only observation and documentation techniques so that the research results obtained are less on the ability to recognize letters. Teachers should be more active, creative, and innovative so that children will be motivated to learn. For school principals, they should facilitate children and teachers to support the availability of materials needed to carry out learning activities using the storytelling method. For other researchers, they should be able In this study, it is

suggested that teachers can help children develop language skills by using the storytelling method. To consider other types of games that are more diverse, so that the research results can be even better.

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Teacher's Perception of the Online Learning Process at SD Inpres Tinggimae, Gowa Regency

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Abstract. The main problems in this study are the teacher's perception of the online learning process at SD Inpres Tinggimae, problems faced by teachers during the online learning process at SD Inpres Tinggimae, and solutions to problems faced by teachers at SD Inpres Tinggimae. The type of research used in this study is a qualitative research using the mixed method concurrent embedded method. Data collection techniques carried out include: Observation, interviews, documents, and documentation. Data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that: (1) online learning is not going well because it has many obstacles and is also ineffective. Problems or obstacles faced by teachers during the online learning process are the absence of supporting facilities such as mobile phones, quotas, and internet networks. The solution to the problem is that students come to school to take assignments or learning materials, study with teachers, seek good network access, also use appropriate learning methods and create discussion forums for parents and teachers. Based on the results of this study, it can be concluded that online learning is not suitable for use at the elementary school level because basically the learning of elementary school children is still teacher-centered. Online learning makes learning objectives not achieved. In addition, there are many obstacles so that learning does not run well and is also effective.

Keywords: *Teacher's Perception; Learning; Online; Elementary School*

INTRODUCTION

Currently, Indonesia is being hit by a disease caused by a virus called corona or known as covid-19 (Ayu et al., 2021). The COVID-19 pandemic has changed the social conditions in various countries, including Indonesia (Suardi et al., 2022). The Ministry of Education and Culture stipulates a regulation that education in Indonesia is still held, but with a different system, namely Study From Home (SFH) (Kemendikbud, 2013). The Ministry of Education and Culture encourages the implementation of the online teaching and

learning process (Hanifah Salsabila et al., 2020).

Some schools in Indonesia are used to implementing online learning, but on the other hand there are also schools that are implementing online learning for the first time (Ayu et al., 2021). At SD Inpres Tinggimae, online learning has been established since the government issued a circular. Teachers' perceptions of the online learning process vary. Online learning requires careful preparation. Preparations carried out such as mental readiness, preparation of learning devices, preparation of tools that support

learning, namely mobile phones, data quotas and internet networks, as well as preparation of material to be taught to students. This online learning is not effective because teachers cannot monitor students and students are also less able to focus on learning. In addition, learning from difficult to improve student learning outcomes, student skills and especially student character, as part of student academic achievement (Manda & Suardi, 2017). Improving learning outcomes is very important in learning (Suardi, 2017) (Kanji et al., 2018).

Character strengthening (Suardi & Muhajir, 2022) (Suardi & Nur, 2022) (Suardi, Nursalam, et al., 2020) (Nur et al., 2021) (Suardi et al., 2021) (Suardi & Muhajir, 2022) (Suardi & Nur, 2022) and evaluation of character education need to be carried out in the learning process in elementary schools (Kanji et al., 2020a) (Suardi et al., 2018) (Kanji et al., 2019) (Nursalam et al., 2020), which must be carried out by all school elements collaboratively (Suardi, Agustang, et al., 2020), both in curricular activities (Suardi et al., 2019) and other activities because, although character education in schools sometimes experiences obstacles (Kanji et al., 2020b), they can be anticipated. The existence of these limitations causes online learning to have many problems.

Problems that are often faced in schools that use online learning are students who have difficulty understanding the learning taught by

teachers, laptop facilities, cellphones that are difficult to provide by parents and large funding and lack of understanding of technology for students and teachers (Asridayanti & Sari, 2021).

Technology is assumed to be the application of scientific communication principles to produce a material item in order to present the effectiveness and efficiency of the communication process. The development of technology in the era of globalization is increasing, the increase in using this technology is influenced by the development of information and communication technology (Rohmat et al., 2021). learning media technology, including: zoom meeting applications, WhatsApp, Telegram, and E-learning (Israpil & Suardi, 2021) or media based on local wisdom (Suardi & Syarifuddin, 2018). Technology plays a role in online learning as a learning tool to help the learning process and facilitate learning activities between teachers and students (Hanifah Salsabila et al., 2020). Technology can facilitate all needs in the teaching and learning process (Hanifah Salsabila et al., 2020). That way technology becomes the most important part in helping the online learning process.

Online learning is the use of the internet network in the online teaching and learning process. Online learning is called E-learning or online learning (Khotijah et al., 2021). Technology as a support for the implementation of online learning during this

pandemic includes the zoom application, google meet, whatsapp, edmodo, youtube, google classroom and many others (Khotijah et al., 2021), classroom one of which is very good as a learning media (Suardi & Nursalam, 2020). Although there are many applications that support the implementation of online learning in its implementation, there are still difficulties that hinder the learning process. Some of the obstacles that occur during online learning include the lack of readiness of human resources, the lack of facilities that support the online learning process, especially technology support and internet networks (Safitri et al., 2021).

This condition is in accordance with what happened in the field of SD Inpres Tinggimae, some teachers still have limited technological abilities. The teacher stutters in using various applications such as zoom and google meet in the online learning process. The unpreparedness of teachers in dealing with technological changes includes the low ability of teachers to master technology (Asridayanti & Sari, 2021). Based on interviews with SD Inpres Tinggimae teachers, the conditions are not ideal regarding online learning because there are still some teachers who do not understand and are proficient in the use of various applications for the online learning process. In addition, not all parents understand how to use Android itself and the limitations of internet quota.

Based on the researcher's initial observations and interviews with classroom teachers at SD Inpres Tinggimae on January 19, 2022 that teachers at SD Inpres Tinggimae have implemented online learning since the outbreak of COVID-19. The online learning process is carried out through the whatsapp, classroom, and zoom applications. However, in practice there are still many obstacles experienced by students so that learning does not take place optimally. The obstacles experienced include: (1) inadequate network, (2) parents' economic ability, (3) parental support or guidance is still very minimal, (4) students tend to get bored quickly, and (5) based on observations of learning with parental assistance at home, students are more spoiled and tend to be lazy to do assignments.

It is known that in the implementation of online learning that has taken place at SD Inpres Tinggimae, the majority of elementary school students do not understand the material that has been given, so parents need to explain again. Sometimes it is not the students who learn but their parents. From the obstacles mentioned above, there are several reasons that cause obstacles in online learning to appear. Here the role of parents is also needed, mostly almost all parents of students who work in the morning cause students to fall behind and pay less attention to school. Because of this online learning the teacher cannot pay attention or supervise directly, it is different when offline learning gets direct supervision from the

teacher. Teachers also find it difficult to provide an understanding of learning to students through online processes, network disturbances often occur, making what the teacher explains is not clearly heard by students and not understood by students, the interaction between teachers and students during the online learning process is not optimal.

Based on the aspect of school needs, SD Inpres Tinggimae has facilitated the school with wifi so that teachers do not experience problems when learning online. But there are also some teachers who do online learning at home. From the aspect of learning materials, the teacher only sends assignments in the classroom and sends learning videos. The solution to this problem is that due to the different economic conditions of students and also parents of students who do not have cellphones, the teacher asks parents of students to come to school to take student assignments and collect student assignments then the teacher also gives learning books directly to the children. child.

Previous studies that discussed teacher perceptions of the online learning process have been carried out by several researchers including based on the latest data: (1) (Satrianingrum & Prasetyo, 2020) regarding "Teachers' Perceptions of the Learning Process in PAUD", (2) (Stofiana, 2021) regarding "Indonesian Language Teachers' Perceptions About Online Learning Due to the Impact of

the Covid-19 Pandemic at Baubau State Junior High School, (3) (Khotijah et al., 2021) regarding "Analysis of Teacher Perceptions in the Implementation of Online Learning in Elementary Schools"

The difference between the previous research and the research that will be conducted is that the previous research discussed the teacher's perception of special learning such as learning Indonesian while the researcher discussed learning in general. The previous researcher discussed the teacher's perception of the SMP and PAUD levels, while the researcher discussed the SD level. The previous researcher took the subject of students and teachers while the researcher took the subject of focus to the teacher. In previous studies, the methods used were mostly qualitative with a descriptive approach, while the researchers used mix-methods

Based on the description above, the researchers were encouraged to conduct research with the title "Teachers' Perceptions of the Online Learning Process at SD Inpres Tinggimae". This is done by researchers to reveal and find out the opinions and assessments of teachers on online learning that has been outlined by the government.

RESEARCH METHODS

This study uses mixed research methods (J. W. Creswell, 2017) (W. J. Creswell, 2013). Mixed methods are combining quantitative methods and qualitative methods in a study or

research program, and in a critical review of reality (Andi Agustang, 2021). This research combines positivistic and post-positivistic paradigms (Nursalam et al., 2016). Mixed methods concurrent embedded is a research method that combines the use of qualitative and quantitative research methods simultaneously or together but the weight of the method is different (Sugiyono, 2011). Concurrent embedded designs (unbalanced mix) mix the two methods disproportionately. In one research activity 70/80/90% used quantitative methods and 30/20/10% used qualitative methods or vice versa. The above method is used at the same time, but independently to answer similar problem formulations. In this research, the stages to be carried out are starting from the preparation stage, the implementation stage and finally the completion stage with the report preparation stage.

The main qualitative instrument is the researcher himself as an observer and researcher. So starting from planning, collecting and analyzing data as well as writing research reports, all of this was done by researchers using checklist tools, observation guidelines, interview guidelines, documentation sheets, photo or video cameras and recording devices. While the quantitative research instrument used is using a questionnaire via google form.

Data analysis uses qualitative data analysis proposed by Miles and Huberman

(Sugiyono, 2015) which consists of stages of data reduction, data presentation, and data verification. Quantitative data analysis, namely data management, is an activity of analyzing data after the sources have been collected, consisting of questionnaire verification, questionnaire data tabulation and questionnaire data percentage.

The validity/validity of the data in this study focuses more on the credibility test. Credibility testing in qualitative research can be done through extended observations, increased persistence, triangulation, discussions with colleagues, negative case analysis and member checks. The validity of the data in this study, the researchers only used source triangulation and method triangulation by considering time, effort, cost and access. While the data obtained quantitatively, in conducting the validity test. Validity test to measure whether or not a questionnaire is valid to measure what you want to measure accurately.

DISCUSSION

Teacher's Perception of the Online Learning Process at SD Inpres Tinggimae

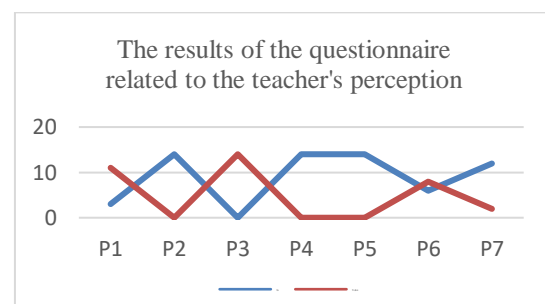


Figure 4.1 The results of the questionnaire related to the teacher's perception

Based on the results of the questionnaire related to teacher perceptions that have been filled out by 14 teachers, it shows that 78.6% or 11 of the 14 respondents answered that online learning did not go well, 100% or 14 of the 14 respondents answered that online learning had problems, 100% or 14 people from 14 respondents answered that online learning was not effective. Although not effective, the applications used by teachers such as whatsapp, classroom, and zoom are very helpful because they are online learning media, 100% or 14 of the 14 teacher respondents prefer face-to-face learning compared to online learning, this online learning has a positive impact of 42,9% or 6 people from 14 respondents and a negative impact of 85.7% or 12 people from 14 respondents.

Online learning that was carried out during this pandemic did not go well because learning was not optimal so that the learning objectives could not be conveyed properly. In addition, during online learning, student learning is also decreasing. Agree with the results of research (Putria et al., 2020) which says online learning is not going well, especially for elementary school age children because learning is carried out online, the teacher also does not feel optimal in providing learning materials so that the material is incomplete and the use of learning media in online learning is also not optimal. The results of the study (Kristina et al., 2020) also

revealed that students' enthusiasm for learning during the online learning process decreased compared to face-to-face learning. The results of research (Anggianita et al., 2020) which say that online learning is not suitable for use at the elementary school level because basically the learning of elementary school children is still teacher-centered.

Online learning conducted at SD Inpres Tinggimae did not run effectively because students did not understand the learning material presented. In addition, children are lazy in doing assignments, sometimes parents do their work. The results of the study (Khotijah et al., 2021) that online learning is not effective because it makes it difficult for students to understand the material taught by the teacher during online learning. The results of the study (Fadhilaturrahmi et al., 2021) that distance learning carried out is not effective because with distance learning the teacher cannot know the extent of the students' abilities in learning. Every task given by the teacher does not know who is doing the task. Students are more often lazy in learning and doing the assigned tasks. The results of the study (Sutarna et al., 2021) that it is not uncommon for parents to do their children's tasks for the sake of completing their child's assignments. The results of the study (Astuti, 2021) which show that the level of effectiveness of online learning during the COVID-19 pandemic is 39.6%, meaning that it is in the low category.

Technology acts as a medium in the interaction between educators and students in the implementation of online learning. In addition, technology also plays a role in facilitating educators to deliver learning materials so that learning continues even though it is not done face-to-face (Hanifah Salsabila et al., 2020). The online applications used by teachers are using whatsapp, google classroom, and zoom. This online learning application is very helpful in online learning. The results of the study (Anugrahana, 2020a) that online learning applications were the first choice, namely WhatsApp as much as 100%. The results of the study (Puspita et al., 2020) online learning carried out by teachers during covid 19 was by utilizing online applications such as whatsapp, google form, zoom, google meet and others. This application is very helpful for teachers during the online learning process. Agree with the results of research (Putri & Suyadi, 2021) which says online applications make learning easier. These applications include zoom, google meet, whatsapp, google form, youtube, and google classroom.

Face-to-face learning is more effective than online learning because online learning makes it difficult for teachers to explain the material and teachers find it difficult to monitor students. The results of the study (Fadhilaturrehmi et al., 2021) which said that distance learning was not satisfactory to do because distance learning was not face-to-face

with students. The results of the study (Widyaningsih, 2020) said that a lot of material could not be conveyed because it was more suitable to be delivered face-to-face. The results of the study (Rizal, RM, Sanapiah, S, 2020) which said that teachers prefer to agree (S) with the highest number of 42% because teachers are dissatisfied with online learning but teachers must carry out online learning. According to (Indraningtyas et al., 2021) students understand better when learning face-to-face in the classroom because students and teachers can interact more freely in the classroom than learning online.

This online learning has both positive and negative impacts. The results of the study (Anggianita et al., 2020) said that the positive impact of online learning was time and cost efficiency in online learning. Students do not need to spend hours studying in class. This is in accordance with the results of research (Stofiana, 2021) which states that there are negative and positive impacts with the application of online learning in schools. However, the negative impact of online learning is more. The results of the study (Sutarna et al., 2021) which show that the negative impact is more prominent than the positive impact when undergoing online learning. Agree with the results of research (Fadhilaturrehmi et al., 2021) which says that distance learning has no advantages but distance learning is detrimental to parents and students.

Problems Faced by Teachers During the Online Learning Process

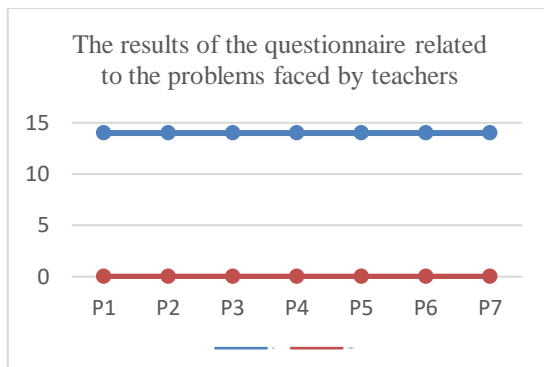


Figure 4.2 The results of the questionnaire related to the problems faced by teachers

Based on the results of a questionnaire related to the problems faced by teachers filled out by 14 teachers, it showed that 100% of respondents answered that students did not have mobile phones, internet quotas and internet networks were inhibiting factors in online learning. 100% of respondents answered that students' difficulties in understanding learning materials were also an inhibiting factor in online learning. 100% of respondents answered that students' learning conditions that were less conducive were also an inhibiting factor in online learning. 100% of respondents answered that students feel bored more quickly and are too late to be an inhibiting factor in online learning.

This online learning in its implementation experiences many obstacles that cause learning not to run optimally. The problem is that students do not have mobile phones, quotas and internet networks. The results of the study (Ayu et al., 2021) stated that the obstacles/lack in its implementation,

such as an unsupported network and limited facilities for online learning. The results of the study (Anggianita et al., 2020) stated that there was still a lack of supporting facilities and infrastructure such as android and quotas. (Rigianti, 2020) The obstacles experienced by teachers during online learning are learning applications, internet networks and devices. The results of the study (Putria et al., 2020) said that the problem was that not all students had cellphones.

Students have difficulty understanding the learning material is also an inhibiting factor in conducting online learning. Because the teacher only sends the material without explaining. The results of the study (Juliya & Herlambang, 2021) which said that students had difficulty in understanding the content of the material given by the teacher. This is in line with the results of research (Widyaningsih, 2020) which states that students have difficulty understanding learning materials because students' absorption of material is limited due to differences in students' intelligence levels. Also agree with the results of research (Fadhilaturrehmi et al., 2021) which says teachers have difficulty in conveying material to students because learning is not done face-to-face so that teachers do not know the extent of students' understanding.

A less conducive student learning environment is also an inhibiting factor in conducting online learning because of the lack of parental assistance during online learning.

(Fauzi, 2020) said that the surrounding environment can have an influence on online learning. (Fadhilaturrehmi et al., 2021) also said that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students. Agree with the results of the study (Hanifah Salsabila et al., 2020) which said that the less conducive family social environment caused students to be unable to focus on learning. The results of the study (Anisa et al., 2021) stated that the learning environment was not conducive because not all parents of students accompanied their children in online learning at home because parents also had to work, so sometimes it was difficult to monitor students so that a less conducive learning atmosphere was created.

Students are bored and bored is also an obstacle when doing online learning. Because the duration of online learning is too long, it causes students to get bored quickly and experience fatigue. The results of the study (Juliya & Herlambang, 2021) which said that the duration of online learning that was too long could cause students to feel bored and experience physical burnout. (Anugrahana, 2020b) also revealed that many students experience boredom and boredom studying online, so that sometimes they answer questions carelessly. A number of students become bored, lazy and bored with online learning and vent by playing a lot and becoming addicted to gadgets (Arifin &

Sukati, 2020). In addition, (Ayu et al., 2021) said that students tend to feel bored quickly, because there are no peers who are invited to work together and play together at home.

Solutions to Problems Faced by Teachers During the Online Learning Process

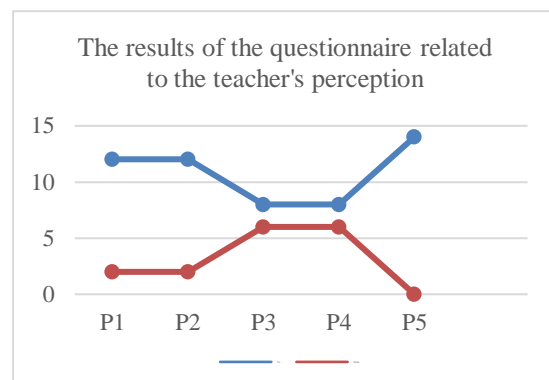


Figure 4.3 Solutions related to problems faced by teachers

Based on the results of the questionnaire related to problem solutions filled out by 14 teachers, it showed that 85.7% or 12 of the 14 respondents chose students to come to school to take learning books, teachers gave additional time, students came to school to collect assignments, which is one solution to these problems. Judging from the results of the questionnaire, it showed that 85.7% or 12 of the 14 respondents chose that students were told to come to school to study with the teacher as a solution to this problem. Judging from the results of the questionnaire, it showed that 57.1% or 8 of the 14 respondents chose students to learn through social media such as the internet and youtube as a solution to this problem. Judging from the results of the questionnaire, it showed that 57.1% or 8 of the

14 teachers chose teachers using appropriate learning methods during the online learning process to be a solution to these problems. Judging from the results of the questionnaire, it showed that 100% or 14 of the 14 respondents chose teachers to create a discussion forum for parents and teachers to be a solution to these problems.

Students who do not have supporting facilities, the teacher asks students to come to school to pick up learning books or learning materials. The results of the study (Purwasih & Elshap Safitri, 2021) which say that the solution given by the school or teacher is that the teacher provides assignments and printed materials for students to take to school. In line with the results of research (Puspita et al., 2020) which states that subject teachers are tasked with making modules (teaching materials) that are in accordance with the material to be studied by students, making worksheets that are easily understood by students in doing assignments. In addition, students are also expected to be able to find a good network place so that students can participate in learning well.

For students who have difficulty in understanding the learning material, students are asked to come to study with the teacher. The results of the study (Khotijah et al., 2021) which states that if there is still no change from the students, the teacher calls the students and parents to come to school to be given an explanation again and give the same task

related to material that they still do not understand. Students learn through social media, the internet and youtube, which is also one solution to this problem because it can help students learn during online learning. The research journal (Warista, 2011) states that students can use technology or the internet as a learning resource.

The use of appropriate learning methods can also be a solution to these problems. The results of the study (Juliya & Herlambang, 2021) stated that the importance of a teacher in choosing the right learning method during online learning. Although learning is carried out online, the learning process must still make students active objects during learning. Creating discussion forums and collaborating with parents is a solution to these problems because by having discussions with parents, parents can understand children's learning. The results of the study (Juliya & Herlambang, 2021) stated that it was important to maintain communication between teachers and parents in monitoring the student learning process. (Purwanto et al., 2020) communication between teachers and schools with parents must be established smoothly.

CONCLUSION

Based on the research that has been done, it can be concluded that the teacher's perception of the online learning process at SD Inpres Tinggimae is not going well because it has many obstacles and is also ineffective.

Problems or obstacles faced by teachers during the online learning process are the absence of supporting facilities such as mobile phones, quotas, and internet networks. The solution to the problem is that students come to school to take assignments or learning materials, study with teachers, seek good network access, also use appropriate learning methods and create discussion forums for parents and teachers.

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Internalization Of Pancasila Values Based On School Culture

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Abstract. Strengthening Pancasila values in schools can be carried out in a structured manner through school programs in order to become a habituation for the application of character values carried out by students in school cultural activities. Students who have the character of Pancasila values are the main basis for welcoming the golden generation in 2045. This research aims to analyze the Internalization of Pancasila Values Based on School Culture as well as analyze the impact of internalization of Pancasila values based on school culture in everyday life. This research method uses qualitative descriptive, while the data collection techniques in this study are observation, interview, FGD, and documentation. The data analysis techniques used are Miles and Huberman which include data collection, data reduction, presenting data, and drawing conclusions. Furthermore, the data is tested for validity with credibility, transferability, dependability, and confirmability. The results of this study include learning process activities that are integrated in all subjects. Internalization of the value of Pancasila as a form of local wisdom in cultural-based national insights has the character of nationalism, integrity and mutual cooperation, and has knowledge related to national insights and love of the homeland (WANGSACITA) judging from the supporting factors for the internalization of Pancasila values that are used as a school culture, so that students have a spirit of unity and unity in behaving in the midst of student diversity in school.

Keywords: Internalization; Values; Pancasila; Culture

INTRODUCTION

Indonesian education is one of the steps to create a developed citizen and give birth to the younger generation who have a good intellectual level, so that it can help to educate the life of the Indonesian nation. As contained in the Constitution of the Republic of Indonesia of 1945 the fourth paragraph about educating the life of the nation. In Article 3 of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which explains that "National education functions to develop abilities and form a dignified character and civilization of the nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and

piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen". In learning Pancasila and Citizenship Education (PPKn) which focuses on building the character of students in schools, as well as providing an understanding of the importance of being a good and high-intellectual citizen, one of the forms is the practice of Pancasila character values.

Pancasila as the basis of the state means that Pancasila values become normative guidelines for state administration. The implementation of this state refers to and has benchmarks, namely that it must not deviate from divine values, human values, unity

values, people's values, and justice values (Sisman, 2016).

Cultural values characterized by the character that has been stated in Pancasila can be said to be a relic of ancestors or that are ingrained containing local cultural wealth such as hereditary customs, life mottoes and proverbs, this is a local wisdom possessed by the Indonesian nation (Nasiwan, 2012). These Pancasila values are used as guidelines or rules in the life of the nation and state that the values of the Indonesian nation are reflected and have been summarized in the five Pancasila precepts. This local wisdom is characterized by an attitude of love for the homeland for its people that is upheld and preserved, and used guidelines or views of life in everyday life.

These Pancasila values are used as guidelines or rules in the life of the nation and state that the values of the Indonesian nation are reflected and have been summarized in the five Pancasila precepts. This local wisdom is characterized by an attitude of love for the homeland for its people that is upheld and preserved, and used guidelines or views of life in everyday life.

Strengthening the value of local wisdom values at Panjura High School in PPKn learning by being seen based on the success of a process of strengthening the value of local wisdom in the learning process is determined by the learning model used by teachers in the learning process in the

classroom, so that anti-corruption values instilled in the learning process can be easily accepted by students. In the learning process there are stages of the main learning activities that must be considered by the teacher such as the introduction, when the teacher first opens the learning, followed by core activities to the closing activities which as a whole must be managed properly in the cultivation of anti-corruption values.

A person's character or attitude can be influenced by the socio-cultural environment, be it in the family environment, society and state, that the human being is basically the social being most closely related to other human beings and that human being cannot live alone. These characters can be formed because humans interact with each other humans so that there are changes in the character of each individual, and are able to solve various forms of problems that occur with full sense of responsibility.

These character values will also follow the evolving situation, because one of the causes is carried out by humans and is the driver of these changes, be it constructive changes or even changes in the form of threats to the unity and unity of the Indonesian nation (Putri & Eko A, 2018). Indonesia, which is known for its cultural diversity and has different societies, gives birth to a distinctive feature of its own, so that it is different from other countries, values that can be seen such as mutual cooperation that arises in the midst

of society, because of the awareness to help each other, there is a relationship between friendships and a suave society is established between the community because of mutual respect for differences in backgrounds, be it ethnicity, religion, language, and culture, but society upholds these values, so that it has its own privileges of making or giving birth to individuals who can love their country and preserve their own culture with a sense of responsibility and pride in each of these individuals.

This is in line with previous research stated by (Maimun, et al. 2020) showing that the internalization of Pancasila values can be carried out through the process of cultural and civic literacy, namely by getting used to applying disciplined attitudes, creativity, curiosity, respect for achievements, friendly, communicative and fond of reading Such habits will be something that can be attached to students if done continuously.

In addition, it also implements and preserves some traditional games that are played together, so that it can foster a sense of friendship between students and have good communication. This is in line with previous research stated by (Maimun, et al. 2020) showing that the internalization of Pancasila values can be carried out through the process of cultural and civic literacy, namely by getting used to applying disciplined attitudes, creativity, curiosity, respect for achievements, friendly, communicative and fond of reading

Such habits will be something that can be attached to students if done continuously. In addition, it also implements and preserves some traditional games that are played together, so that it can foster a sense of friendship between students and have good communication.

This research has an update on the process of internalizing the values of Pancasila character in school culture as a form of local wisdom in cultural-based national insights has the character of nationalism, integrity and mutual cooperation, as well as having knowledge related to national insight and love for the homeland (WANGSACITA).

Internalization of Pancasila values as a support for the growth and development of national insights in the subject of Pancasila and Citizenship Education (PPKn) as an impetus that gave birth to Indonesian nationality which originated from the struggle to realize independence, restore our dignity as human beings (Danniarti, R. 2017), which can be done by practicing the five Pancasila in daily life, it can be seen that the insight of Indonesian nationality rejects all discrimination of ethnicity, race, origin, ancestry, skin color, regionality, class, religion and belief in God Almighty, position and social status. The concept of Indonesian nationality aims to build and develop the unity and unity of the Indonesian nation as a manifestation of the ideals of the nation's founders.

The increasing number of cases that occur against the moral crisis of the character of the nation's children, it is necessary to have an existence to strengthen the character value of Pancasila as a form of local wisdom in national insight that brings a better and more organized life of the nation, without forgetting the noble values that have long been possessed by the Indonesian nation, , so that there is no cultural dualism that has a negative impact on the integrity of the nation and state, and is able to take or adopt the positive things that occur due to the existence of cultural dualism in the midst of this era of globalization. The younger generation must also be able to sort out and choose information that is widespread on social media. Educational institutions play a great role and contribution in helping to face the moral crisis in this day and age which is taught from an early age, during kindergarten to university, as a form of strengthening the values of the nation's character derived from Pancasila.

The generation that is said to be intelligent is a generation that is able to bring great changes to its nation in the eyes of the world by maintaining the noble values of its nation Having national insight can be found and further strengthened by instilling in oneself that the current generation that is needed is not only high science in utilizing increasingly sophisticated technology, but also prioritizing moral values and good noble minds. It could be that the sophistication of

technology now influences the younger generation to do things that do not have positive values and it is one of the forms of colonization carried out by other nations against the younger generation to make them falter, so that what the Indonesian nation fears is increasingly inseparable from the colonization of other nations.

The purpose of this study is to analyze the strengthening of the value of local wisdom in fostering insight into nationality and love for the homeland (WANGSACITA) at Panjura High School, Malang City. A model of strengthening the value of local wisdom values at Panjura High School in improving WANGSACITA. Strengthening the value of local wisdom at Panjura High School in improving WANGSACITA can be instilled through habituation which becomes the school culture which is shown by the daily activities of students. Related to habituation to strengthening the value of local wisdom in increasing national insight and love for the homeland. This is a strategy that schools do to instill. Habituation is carried out from extracurricular activities and intra-school activities. It aims to shape the character of students.

RESEARCH METHODS

This type of research uses a qualitative description of the internalization of Pancasila values based on local wisdom. The location of this study is at Panjura High School, Malang

City has a cultural characteristics of school culture that is different from the culture of other schools in Malang. The type of data for this study is first, primary data obtained directly through informants, namely principals, teachers and students. The two secondary data are in the form of archives and documentation related to strategies for strengthening character education programs in schools.

This study used three data collection techniques, namely: 1) Observation techniques carried out through observational activities carried out directly in the learning process in the classroom and outside the classroom; 2) Interview techniques by giving questions to an informant in this case, namely teachers and students; 3) Documentation techniques in the form of written data, such as archives owned by the school including books on theory, opinions, laws and others related to research problems. In this study, the respondents were from the Principal of Panjura Malang High School, PPKn teachers, and several students who joined the student council organization and students who participated in other extracurricular activities. Meanwhile, the analysis of the problem in the study used Miles and Huberman which was carried out interactively and in depth.

DISCUSSION

Through national insight education, it is hoped that it can generate understanding,

and arouse, instill, arouse awareness, attitudes, and behaviors, especially for students / students as the frontline in maintaining and maintaining the existence of the nation and state from interference and damage from outside and from within that endanger the sovereignty and integrity of the Republic of Indonesia.

The Process of Internalizing Pancasila Values Based on School Culture

The process of strengthening the value of local wisdom at Panjura High School, Malang City, is in ppkn learning and other learning. Strengthening the values of wisdom in PPKn learning is carried out through the development of materials, learning methods and models, as well as the process of delivering subject matter carried out by teachers in the classroom using a problem-based learning model, by examining the problems of the fading of local culture that occur in the community.

Character education has various aspects that are seen from moral education, civic education, and character development. The internalization of Pancasila values based on school culture at Panjura High School in ppkn learning by teachers not only focuses on the form of material, but also as a whole through examples in daily life at school. The success of the internalization of Pancasila values based on school culture can foster national insight in the student learning

process and can also be determined through the learning model used by teachers in the learning process in the classroom, so that the values instilled in the learning process can be easily accepted by students.

In the learning process there are stages of the main learning activities that must be considered by the teacher such as the introduction, when the teacher first starts the learning activity, then followed by the core activity by bringing the material to the closing activity which as a whole must be managed properly in the cultivation of values upholding the character values of Pancasila, so that students have an awareness that the importance of applying the values of Pancasila character in insight nationality.

The process of internalizing Pancasila values based on school culture at Panjura High School, Malang City, is in the learning of Pancasila and Citizenship Education (PPKn) and other learning. The internalization of school-based Pancasila values is carried out through the development of RPP, as well as the process of delivering subject matter carried out by teachers in the classroom using a problem-based learning model, by examining the problems of the fading of local culture that occur in the community. Students can understand that the importance of local wisdom values attached to Pancasila needs to be developed and continued to be used in the life of the nation

and state, with the smallest thing being respecting teachers and with fellow friends.

Learning that contains the character values of Pancasila can be integrated into the school curriculum, with another approach is to apply it to subjects that are in accordance with the values in the material to be presented, for example democratic values and patriotism are taught in civic education (civic), the value of appreciating nature is taught in science learning (Samani & Hariyanto, 2012).

The curriculum is a reference for a teacher in bringing material to students, in which there are models, methods, materials containing the values to be delivered and the goals to be achieved at the end of learning. The character values are in accordance with the material to be presented in each subject, that each subject has different character cultivation values. In the democratic values taught in schools, such as doing group work together with classmates is a form of democratic activity, then there is a discussion with teachers to discuss a problem that occurs and how to solve it. Meanwhile, the value of patriotism taught in schools is characterized by studying seriously, inviting their peers to be proud as Indonesian children, and carrying out an activity that has positive values that will build good character.

In the sector of education, of course, it has a curriculum that is used as a reference for a teacher to give goals to the success of the teaching and learning process. Curriculum is

not only interpreted as science that must be taught to students, but can also have an influence regarding educational activities and a great influence on the growth of character values in students, especially on behavior changes as a result of the path process carried out in educational institutions. In the actualization of character values, such as the values of discipline, honesty, justice, mutual aid, and mutual assistance, things like this need to be exemplified first by educators, so that what is taught is not only science but educators also instill in students how the application of the values that have been taught can be used more easily in everyday life.

Relevant and contextual methods and models of Pancasila and Civic Education for the time being are educational models that should be interesting and can be fun for anyone who learns Pancasila. Especially students must be the subject of learning and must be active in the teaching and learning process (Zuriah, 2021).

The methods and models used so that learning can look more interesting and more embedded in students, can be done with an approach to the social environment so that students can go directly down in observing events in the social environment, the relationship between teachers and students must also be harmoniously established so that when the learning process is taking place, students can capture the material given more easily and of course the character values can

be ingrained more easily in the student. In the case of the development of this era of globalization, which no longer prioritizes the noble values of the nation in Pancasila, it is the cause of the fading of these values and is replaced with the values of foreign cultural characters. As explained (Syarbaini, 2016) in his book about the fading of the value system is caused by the following 2 (two) factors:

1. The increasing prominence of individualistic attitudes, that is, to put personal interests ahead of the public interest. This is certainly contrary to the value of mutual aid.
2. The prominence of materialistic attitudes, where the dignity and dignity of humanity is only measured by the results of a person's success in obtaining a wealth. This can result in how to obtain it becomes undisputed even in fraudulent ways, and characterized by moral and ethical values has been more ruled out.

Currently there is a systematic mixing of character values related to foreign cultures, as a result of the relationship between nations carried out in the modern era or changes in globalization that affect the entire life of the world community, one of which can be seen the existence of liberalism that practices a capitalism in the economic field and liberal democratic practices in political life (Widisuseno, 2019).

The development of the era into the era of globalization has a great impact on changes

in the character or morality of the younger generation, human thinking is also growing, so that nowadays it prioritizes intelligence and sophistication which eventually forgets moral and ethical values, as well as noble minds that should be attached to each citizen. As a result of the influence that caused this change, Pancasila character values slowly eroded and became a humanitarian crisis, so it is necessary to strengthen these character values.

The existence of this globalization encourages the intensity of public relations between one country and another to be higher and higher. So that the case of the emergence of international crimes will be higher and of course have an impact on the noble values of a nation that was originally upheld will begin to fade (Syarbaini, 2016).

Strengthening the character values in Pancasila will encourage a national insight into the empowerment of national identity. For example, religious values that come from God and other values, such as mutual aid, unity and unity, mutual respect and respect, which in this case reinforces the existence of a sense of nationalism in the nation.

Local wisdom in the Indonesian nation can be instilled from an early age in the nation's children, especially in every educational institution in Indonesia, in order to provide national awareness and insight integrally in the frame of diversity (Moh. Destiny, 2014). In the face of the development

of the times, the process of instilling good character values in early childhood is very necessary as a supporting provision in the future in carrying out the life of the nation and state, so that the younger generation has a strong mentality when facing the development of the times, which of course there will be a mixture of two cultures. This is the main support and consideration in carrying out a reconstruction of national and state consciousness that has a multicultural national insight.

Internalization of Cultural-Based Pancasila Values in Daily Life

A model of strengthening the values of local wisdom at Panjura High School in improving WANGSACITA. Strengthening the values of local wisdom at Panjura High School in improving WANGSACITA can be instilled through habituation which becomes the school culture shown by the daily activities of students. Related to habituation to strengthening the value of local wisdom in increasing national insight and love for the homeland. This is a strategy that schools do to instill. Habituation is carried out from extracurricular activities and intra-school activities aimed at shaping the character of students.

The internalization of Pancasila values is used in moral development and development, so that Pancasila morality can be used as a basis and direction in an effort to

overcome national crises and disintegrations that have touched aspects of Indonesian people's lives (Syarbaini, 2016). The existence of strengthening the character values of Pancasila can be seen in the understanding of the five precepts of Pancasila, that these values grow and develop in everyday life. The Value of Just and Civilized Humanity by recognizing the equal rights and obligations that each individual has, by upholding the value of a just humanity towards fellow citizens, and establishing relationships with mutual respect, respect and tolerance (Putri & Eko A. 2018). Human values certainly come from the heart of a human being who can humanize humans, have a sense of justice and civilized or behave well by not behaving that harms others and also himself, that Indonesian citizens have those values of decency and have become a characteristic in Indonesian citizens.

The value of the Unity of Indonesia, characterized by every citizen having the right and obligation to participate in the defense of the country and fulfill the applicable regulations in terms of the defense of the country regulated by law. Awareness in defending the country is basically a willingness to serve the country and a willingness to sacrifice to defend the country (Rahmat & Marzuki, 2018). The dimensions in state defense are very broad, and state defense is carried out in guarding against external threats that can be carried out

by other countries as well as threats from within the country, namely conflicts between groups. Starting from good relations with fellow citizens to jointly blocking the real threat of armed enemies.

Every citizen lives in harmony by maintaining a sense of solidarity between citizens so as not to cause divisions that will threaten the Indonesian nation. People's Values Led by Wisdom in Consultative/ Representative, people are led by a leader who is full of a sense of responsibility to his people (Putri & Eko A. 2018). This is seen in the democratic system owned by Indonesian citizens by prioritizing common interests over personal interests, and having agreements for the common interest by not imposing the will on others is seen in decision making based on deliberations to reach consensus discussed in society when making decisions that get mutual agreement, and have responsibility.

The value of Social Justice for all Indonesians can be seen from the sensitivity and social care that is very crucial. Human beings with character one of the indicators are human beings who are able to fight for others, not just for themselves and are treated fairly (Zuriah, 2021). The value of social justice which includes all respect for the existence of a citizen who demands to be enforced fairly in terms of the sector of life, that all Indonesians get the same position without any differences.

Based on the description above, that the internalization of strengthening the character

values of Pancasila has been clearly explained starting from the first precept to the fifth precept, has its own meaning from each of its precepts in regulating all aspects of the life of Indonesian citizens and it is clear that the values of Pancasila are a foundation for the establishment of the Indonesian nation which has its own characteristics, and all the differences in it are intertwined with harmony and will walking in accordance with the ideals of the nation's founders to love the homeland of the Indonesian nation by respecting differences and upholding human values.

One example is in Islam which encourages its people to do the obligation to pray 5 times as the pillar of Islam and also believe or believe in the 6 pillars of faith in Islam. All subjects taught in schools contain the character values of Pancasila as a national insight for students. Pancasila as a unifying means in society and conflict resolution procedures as a manifestation of the integrative value of Pancasila. A mutual agreement that Pancasila contains the unifying values of Indonesian society (Sisman, 2016).

According to the Ministry of National Education or The Ministry of National Education has formulated 18 (eighteen) character values that will be instilled in students as an effort to strengthen the character of the nation that has a character value in the reflection of Pancasila character

values (Suyadi, 2013). These character values are contained in the values of Religion, Humanity, Unity, Peoplehood and Social Justice, each of which has its own role to be applied in everyday life. For example, in the value of Divinity students can be taught through religious subjects which teach there are 6 recognized religions in Indonesia, each citizen has their own beliefs and beliefs and carries out something in accordance with their teachings, as well as mutual respect and tolerance between these religious differences.

The value of Pancasila was agreed to be a reflection of the character of Indonesian citizens that had been formulated before Indonesian independence, and it was agreed that the values of Pancasila were used as legal norms or views of life that would always be used by the Indonesian nation. National insight is closely related to knowledge of the identity or personality origin of the Indonesian nation. However, now with the rise of globalization and the easier it is for foreign cultures to enter Indonesia, national insights must be maintained and developed, so that the existence of unity and unity of the Indonesian nation can still be maintained and can compete with developed countries in the world.

Therefore, the efforts made can be by implementing the values of Pancasila in all aspects of the life of the Indonesian people in order to develop national insights which are now increasingly eroded by the times

(Nurfatimah & Dinie A. D. 2021). In its application, this national insight is characterized by someone who understands his existence as a good citizen must obey the norms that apply and develop in the community environment, so as to develop a character or personality that is in accordance with the values in Pancasila as the basis of the Indonesian state.

Soekarno when formulating and proposing Pancasila as a view of life and the basis of the Indonesian state which was used as a source of all sources of law at the 1945 BPUPKI meeting, which said that Pancasila was not formed from foreign cultural factors, but Pancasila was unearthed and then could be born as a result of layers of the history of the Indonesian nation (Putri & Eko A. 2018). These Pancasila values are closely related to the historical process of ancient times, before forming a country president Soekarno gave a basic design of the state which was the main factor in the formation and establishment of a country, that the character values of Pancasila came from the values of Indonesian society itself, then Pancasila was born as a formulation of various kinds of character values that exist in the Indonesian state then concluded into 5 (five) precepts, namely divine values, human values, unity values, people's values, and justice values. These values are born on the basis of a reflection or classification of character values owned by the People of Indonesia.

The Value of the One True Godhead, each Indonesian citizen has the right to embrace their respective religions and beliefs and carry out worship in accordance with the religion and beliefs of each Indonesian citizen. Because Indonesia is a multi-religious country, Indonesia can be said to be a country prone to national disintegration (Hendrizal, 2020). Every citizen has his own religion and every citizen respects a different religion in the Indonesian state. Other religions should not assume that their religion is better than other religions, all religions equally teach to respect each other, and do not impose the religion they adhere to on other religions.

Efforts in internalization or the process of instilling pancasila character values certainly cannot be separated from the existence of an education system. Based on the view of Ki Hadjar Dewantara who said education is a process of learning to become a whole person by studying and developing life in carrying out daily activities. Education that is carried out from an early age and organized, both through formal, non-formal, and informal education, which will later become a foundation or basis in order to give birth to virtuous citizens and have a strong character that is in line with the process of instilling Pancasila character values.

The factors that encourage strengthening in internalizing the character values of Pancasila are supported by several factors, including factors that come from

within educators and students that everyone has awareness in terms of doing an action that reflects attitudes according to Pancasila values.

The next factor is the influential factor of the commitment of Pancasila and Civic Education in helping the improvement and development of a learning that leads to the formation of pancasila character (Octavia, 2017). Another thing that can help the internalization of Pancasila values as local wisdom in developing national insights in educational institutions is carried out by conducting an evaluation in discussing strengthening the character values of Pancasila to find the right formulation for teachers and students in knowing the achievements of the results of the teaching and learning process. If failures are found in the teaching and learning process, improvements or updates can be made to the program that will be run and produce a learning success.

The existence of beliefs from the power of Pancasila which is used as state ideology, legal norms, and the basis of the state or the nation's view of life in maintaining state sovereignty, national unity and unity, the territorial integrity of Indonesia, and national jurisdiction by prioritizing the values in Pancasila and the 1945 Constitution (Rahmat, & Marzuki, 2018), all forms of external threats will be easier to enter if they are not based on a strong foundation of character

values and do not easily take information that is not based on real evidence.

Character values are formed in a person which is the result of the existence of the correct educational process, because in essence the education will give birth to individuals who have a strong character (Destiny, Muh. 2014), who are encouraged with self-confidence and want to change in a more positive direction in behaving reflecting the nation's children with a national perspective. Such a thing that can help continue to uphold the unity and unity of the nation, done from a small thing first, then do something big and bring positive changes to the Indonesian nation, and keep away from all forms of threats that will occur.

In learning in schools, there are values that reflect the character values of Pancasila in the subject of Pancasila and Citizenship Education (PPKn) which discusses the role of Pancasila character in building the Indonesian nation, in addition to Pancasila there is the 1945 Constitution which is used as an elaboration of the five Pancasila. In Pancasila and Citizenship education, it also discusses Citizenship which views the quality of people related to the rights and obligations of an individual as a citizen of relations between citizens and the relationship between citizens and the Indonesian state which is used as an implementation of national insight. The existence of democratic values by prioritizing common interests over personal interests,

conducting a relationship between individuals and other individuals, as well as relationships between individuals and community groups that jointly carry out something to achieve common goals.

In addition to ppkn learning that provides values about nationality in the form of internalization of Pancasila, there is a study of Indonesian national history that describes the struggle of the founders of the nation in liberating the Indonesian state. From this history subject, it will foster the spirit of nationalism and patriotism of the students, as well as the process of instilling Pancasila character values in school culture can run in balance, so that it is easier to be embedded in students. In the insight of Pancasila, it is necessary to have an awareness of nationalism that contains the values of liberation in order to have the rights that each human being should have.

Indonesian nationality derived from Pancasila values can be used as a guide in anticipating the next generation of the nation or millennial generation which offers a combination of global vision and also local wisdom owned by the Indonesian nation as a characteristic that distinguishes it from other nations. Learning about Pancasila values can also be done by forming study groups or playgroups which are useful as an encouragement for students to develop various activities carried out in the form of practicing Pancasila character values.

This national insight needs to be instilled from an early age in the field of education, one of which is in the subject of Pancasila and Citizenship Education (PPKn) in strengthening character values of Pancasila, which discusses all matters that underlie the integrity of the nation that has been maintained since ancient times, such as discussing the basis of the Indonesian state, the history of the formation of the Indonesian nation, teaching what kind of good form of citizenship by looking at legal norms that have been maintained since ancient times, such as discussing the basis of the Indonesian state, the history of the formation of the Indonesian nation, teaching what kind of good form of citizenship by looking at legal norms that have been maintained since ancient times, such as discussing the basis of the Indonesian state, the history of the formation of the Indonesian nation, teaching what kind of good form of citizenship by looking at legal norms that have been maintained since ancient times, such as discussing the basis of the Indonesian state, teaching what kind of good form of citizenship by looking at legal norms that have been maintained since ancient times, such as discussing the basis of the Indonesian state, teaching what kind of good form of citizenship by looking at legal norms that have been maintained since ancient times arises in each region in Indonesia, there are relationships with other cultures or nations, as well as discussing and studying problems that occur in the Indonesian nation. The national insights developed by the PPKn subjects are also supported by other subjects, such as religious education and arts subjects.

CONCLUSION

In the process of internalizing the strengthening of local wisdom values at Panjura High School in increasing national insight and love for the homeland

(WANGSACITA) requires cooperation between all parties with a little coercion so that students are familiar with the values of local wisdom that have been instilled through learning and school culture. Through the habituation process at Panjura High School, Malang City is an effort to develop a learning process that invites students and school residents to do something that shows the love of the homeland and the spirit of unity, which of course is carried out repeatedly and continuously in order to create a relatively sedentary and consistent anti-corruption character. Internalization of Pancasila values as a school culture in fostering national insight will give birth to an understanding of attitudes that must be shown in responding to the era of increasingly sophisticated technological advances. The moral decline has become increasingly apparent and there are many cases of moral threats to the younger generation who have not prioritized the character values of Pancasila. The character value of Pancasila is a form of local wisdom that should be maintained and preserved, because other nations do not have as much culture as in Indonesia. It should be noted that Indonesia is a very large nation characterized by a variety of different tribes, races, religions, and cultures in each region That is what makes the Indonesian nation can be known as a diverse and multicultural nation, with so many differences that exist in each part of the Territory of Indonesia with these differences it

does not mean that it cannot unite, and the existence of these differences makes Indonesian people more respect the existence of others who have different backgrounds.

The younger generation has the ability to develop their identity to have and reflect the values in Pancasila as a form of culture or local wisdom owned by the Indonesian nation to be maintained and preserved so as not to cause divisions in the unity and unity of the Indonesian nation. The author quotes motivational words from president Soekarno who told Indonesian youth that "Give me 1,000 parents, I will undoubtedly uproot Semeru to the root. Give me 10 young men, I will undoubtedly shake the world. If we have a strong desire in our hearts, then the entire universe will work hand in hand to realize it" that way the generation expected for the future is a generation that can bring good changes to the Indonesian nation and make Indonesia proud so that it is known by all countries in this world. There is a sense of community in helping each other build the country and protect this country from all forms of threats that will endanger the unity and unity of the Indonesian nation.

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Legal Politics DKI Jakarta Government Policies In The Implementation Of Formula-E During The Covid-19 Pandemic

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Abstract. Formula-E organizers are included in the Governor's Instruction Number 49 of 2021 and are made on a regional priority scale. This caused controversy considering that at that time, Indonesia was still hit by COVID-19, and the government was trying to handle the community and carry out economic recovery. The research problem formulation is the legal politics of the DKI Jakarta government's policy in implementing Formula-E during the covid-19 pandemic. The purpose of this research is to determine the interests of the people affected by the implementation of Formula-E, which is used as a regional priority scale in the implementation of Formula-E Instruction Governor (INGUB) Number 49 of 2021. This type of research is descriptive qualitative; namely, it describes research based on theories and legal materials about legal politics and policies made by the government. This study uses a qualitative descriptive method using literacy studies and legislation—techniques in analyzing data using narrative analysis techniques. This study concludes that the administration of government affairs must prioritize the safety of the people first above other interests. The regulations that apply must be under the hierarchy so that the existing regulations do not conflict with higher regulations because the regulations at the lower level must adapt to the regulations at the upper level, namely the 1945 Constitution (UUD 1945) and the Pancasila State Constitution.

Keywords: Legal Politics; Policy; DKI Jakarta; Formula-E; Covid-19 Pandemic

INTRODUCTION

Implementing Formula-E is the beginning of Indonesia's progress to prove that this country can carry out international races. Implementing Formula-E requires a very high cost and long preparation to continue a quality Formula-E race. On the one hand, Indonesia is in a period of economic recovery after being hit by the COVID-19 storm from the end of 2019 to 2022, although it is not as bad as in 2020 to 2021 (Dyer, 2021).

The budget issued in the implementation of Formula-E itself uses DKI APBD funds and gets supervision from the Supreme Audit Agency (BPK). The audit

results from the BPK itself almost touched the figure of 1 trillion rupiah. The details of the budget are a total of 983.31 billion. In 2019 only 360 billion was paid; in 2020, it was worth 200.31 billion, and the bank guaranteed 423 billion. Had reaped the pros and cons when the governor of DKI ordered Dispora (Department of Youth and Sports) to owe Bank DKI a loan of 180 billion (BPK.go.id, 2021)

This, too, reaps reaction The Jakarta DPRD (Regional Representative Council) parliament, namely the deputy chairman of the DPRD Commission E, which relates to two violations committed by the DKI government,

which are considered to have violated Government Regulation Number 12 of 2019 concerning Regional Financial Management, namely 1) relating to expenditures there must be evidence and documents valid and complete regarding the rights obtained by the collecting party. 2) Violation, i.e., Related to cash disbursements that impact the APBD burden, cannot be carried out before the draft Perda is ratified in the regional gazette (BPK.go.id, 2021).

If you look at the aspect of necessity that the implementation of Formula-E is not included in the criteria for an emergency condition, especially urgent needs when referring to PP Number 12 of 2019, Article 69. So the government has to withdraw the budget worth 560 billion given to Formula E (BPK.go.id, 2021). Unfortunately, the commitment fee that has been paid cannot be withdrawn. The Formula-E Operation (FEO) party explained that the fee that had been paid was as a financial guarantee for PT Jakpro's potential obligations according to the agreed agreement.

The juridical fact that the implementation of Formula-E is regulated in Regional Regulation Number 7 of 2019. This still generates controversy because the implementation of this car racing is carried out moment Indonesia is struggling with all-out efforts to reduce the number of spikes in COVID-19 cases. Regulations made by local governments should be in sync and in synergy

with regulations at the central level. This is to avoid overlapping in a regulation. Since the beginning of 2020, Indonesia has experienced a Covid-19 disaster that has spread to almost all parts of Indonesia. In this case, the central and local governments must work together to deal with and fight COVID-19. President Joko Widodo called on all levels to prioritize public safety. All policies made by the government, both central and regional, must prioritize public safety (Juste, 2020). This can be seen from a series of policies made by the central and regional governments, namely in the context of handling the COVID-19 pandemic. In 2020 the central government issued a PSBB policy (large-scale social restrictions) where this policy is contained in Government Regulation No. 21 of 2020. The policy concerns several things, namely worker activities, educational activities, social activities, trade activities, and citizen mobility. (Setiawan, 2022). The policies in some of these activities aim to reduce the spread of COVID-19 and the risk of Covid-19 itself. Until 2021 the COVID-19 pandemic still hit Indonesian territory. Therefore the DKI Jakarta Government proposed steps to deal with this pandemic problem, namely the policy on PPKM carried out in the Jabodetabek area. The policy regarding PPKM is adjusted to the Instruction of the Governor of DKI Jakarta (INGUB) with the PSBB policy (Yusriyadi, 2020).

The issue regarding the INGUB issue illustrates that the DKI government is divided in its concentration on fixing the problem of the Covid-19 pandemic. In the INGUB issued by Governor Number 49 of 2021 regarding the settlement of regional priority issues in 2021-2022, one of the priorities is the policy on the implementation of Formula-E. This is odd because during this pandemic, the DKI government should focus on dealing with problems that arise due to the COVID-19 pandemic (Arbi, 2021). The number of cases of people exposed to and dying from COVID-19 is a blow for the government to work extra to maintain security and safety for every citizen (Telaumbanua, 2020). However, implementing Formula-E DKI Jakarta is a big question for all citizens. The DKI government has included the implementation of Formula-E as one of the regional priorities in 2022, the reason being for regional economic recovery.

There are very few studies related to Formula-E if we track it through the publish or perish (POP) application namely only two (2) discuss it. Previous research, namely 1) discussing the reporting of Formula-E on the Aiman Kompas TV program, the results of this study highlight report on conflicts between citizens who do not agree with the Formula-E Budget, which swallows the APBD of 1.6 trillion (Safari et al., 2022). In another study, namely Formula-E in the perspective of Islamic *siyasa*, the results showed that the E-formula was by the *siyasa dusturiyah* and

provided benefits to the community (Tanjung, 2021).

So that the research conducted by this author has novelty and deserves to be researched. Because in this study, we will analyze the legal politics of Formula-E policies during the pandemic.

Based on the description of the background of the research above, then the author proposes the formulation of the main problem, which is related to how the legal politics of the DKI Jakarta government in the implementation of Formula-E in a covid-19 pandemic?

RESEARCH METHODS

The research method used a qualitative script, namely a research library of results from the literature of journals, regulations, and news, as the main object. This study analyzed the legal politics of the Formula-E policy. In carrying out qualitative research, it was necessary to the script. The analysis technique used a clear, objective, and critical analytical narrative. There were three stages in the data analysis technique of the Miles and Huberman model. Namely, data reduction was first used to simplify the data so that it could fit the needs and make it easier to get information. The second is data presentation, providing clear, systematic, and organized data using tables or graphs. Third, concluding, namely carrying out the process of concluding so that readers could understand the substance of the article.

The qualitative approach was based on the initial steps for data collection, classification, and the description stage.

DISCUSSION

Legal System and Regulatory Hierarchy

Indonesia is a country that adheres to a legal system based on Pancasila, and Indonesia adheres to a form of government, namely democracy, which means the government of the people, by the people, and for the people. The Pancasila legal system means that in making a regulation, Indonesia must be under deliberation, consensus, and community agreement and in accordance with the Pancasila ideology, which has noble values. (Madung, 2021). Hans Kelsen also explains this in his famous theory of the level of legal norms. Pancasila can be said as a legal norm that "does not exist" or is not real but has a special existence (existence) of its validity. The validity of a norm does not mean the norm is applied and obeyed, but legal norms must be applied and obeyed. This theory is also intended to solve the problem of pure legal theory, which does not provide a place for morality in providing identification of a law (Susanti, Dyah Octorina; Efendi, 2022).

Each hierarchy of applicable regulations must comply with the provisions of Law Number 12 of 2011 with the aim of the Indonesian state in the constitution (UUD 1945). As stated in the opening paragraph-4 of the 1945 Constitution, the Indonesian state's

goals are protecting the community, promoting welfare, educating, and being active in world peace (Susanto, 2021).

When viewed from the hierarchy of regulations, state administrators are divided into the central government and local governments, where the central government in terms of making regulations, applies nationally. In contrast, regulations made by regional governments only apply in autonomous regions according to their position (Harjono, 2020).

Table 1. Hierarchy of Regulations according to Law Number 12 of 2011.

No	Type of Regulation
1	1945 Constitution
2	TAP MPR
3	Law/Perppu
4	Government Regulation/ PP
5	Presidential decree
6	Provincial Regulations
7	Regency/City Regional Regulation

If you look at Table 1, it can be seen that the constitutional mandate should be the government's focus in carrying out a legal policy oriented to welfare and social justice policies. The constitution as the basic law and having its position as the supreme law supremacy should be implemented in full (Pardi, 2019). So if you look at the reality and the facts related to Formula-E from the perspective of the 1945 Constitution, it is not so urgent considering that what is prioritized is the safety of the people. The implementation of Formula-E can be considered to violate Article 28H, which is related to physical and spiritual well-being, housing, environment,

and obtaining health services. Then also, Article 28C specifically related to arts and culture. Concerning art and culture, the fact is that the Formula-E circuit has changed the color of the cultural heritage of the National Monument (Monas), which should be preserved as a historical asset. Utilization of cultural heritage sites for Formula-E race contestation has also betrayed Law Number 11 of 2010 concerning Cultural Conservation which regulates that any use that has the potential to damage the environment must be preceded by an environmental impact study (Katadata.co.id, 2020).

Legal Politics DKI Jakarta Government Policy in Implementing Formula-E During Pandemic

Legal politics is conceptually a line of policy issued by the government using an old legal umbrella or through the latest legal umbrella made by the government ([Kurniawan, 2021](#)). Legal politics is used to implement policies to comply with applicable legal regulations so that it has legitimate legitimacy and is expected not to violate and betray the constitution ([Nurfurqon, 2020](#)).

Based on the Instruction of the Governor (INGUB) of DKI Jakarta Province Number 78 of 2019 regarding the completion of the regional priority scale regarding the implementation of Formula-E, there are three contents, namely;

1. Optimal support from all levels of the DKI Regional Government in the implementation of Formula-E.
2. Cooperation between Regional Owned Enterprises (BUMD) and PT. Jakarta Propertindo.
3. Allocation of DPA, APBD, and RKAP funds.

According to expert, I Gede Pantja Astawa, the decision, in a broad sense, can be divided into three types of classification; ([Anggono, 2018](#)), Wettelijk regelling (hierarchy of laws and regulations). Beleidsregels (policy regulations) include instructions, circulars, announcements, and others. Beschikking (assignment), such as decision and others. If you look at the expert's explanation, the Governor's Instruction (INGUB) of DKI Jakarta Province Number 78 of 2019 is included in the policy regulation.

In 2020 the implementation of Formula-E experienced obstacles. This is because Indonesia is facing the emergence of COVID-19. The COVID-19 pandemic has become an obstacle to implementing Formula-E because it impacts all aspects of life, be it social, economic, or other aspects ([Aeni, 2021](#)). After the stalled implementation of Formula-E activities in Jakarta in 2020. The Provincial Government of DKI Jakarta again issued a policy related to the implementation of Formula-E, namely based on INGUB Number 49 of 2021, based on INGUB, DKI Jakarta

Province instructed the DKI Jakarta Secretary regarding 28 programs that became Regional priority scale, one of which is Formula-E (Nuris, 2021). The 28 programs instructed by the governor of DKI Jakarta did not contain programs that discussed the problem of handling the Covid-19 pandemic. At the same time, the Instruction was issued by the Governor of DKI Jakarta in the midst of the COVID-19 pandemic.

Based on policy theory, the government, in general, in issuing policies must be adjusted to the problems related to the needs and interests of the community (Santi & Iskandar, 2021). The policy issued by the DKI Jakarta government regarding the completion of this regional priority scale is inappropriate because DKI Jakarta is the province with the highest number of COVID-19 cases until June 22, 2022.

Table 2. The top three highest Covid-19 cases in Indonesia (Dimas Choirul, 2022)

No	Province	Coronavirus case
1.	DKI Jakarta	1226 Cases
2.	West Java	292 Cases
3.	Banten	214 Cases

From Table 2. It can be seen that COVID-19 cases are still relatively high in DKI Jakarta. However, COVID-19 cases, in general, have decreased compared to previous years, namely in 2020 and 2021. The DKI government must ensure that the health budget and optimization of vaccinations must run smoothly and that no citizen has not received the vaccine.

Table 3. The poverty rate of DKI Jakarta residents due to covid-19 based on (Central Bureau of Statistics DKI Jakarta, 2019); (Untari, 2022).

No	Poverty rate	Year
1.	372,000	2018
2.	365,550	2019
3.	480,860	2020
4.	501,920	2021

Based on Table 3. It can be seen that the poverty rate is increasing from year to year. The government must have a breakthrough in its budget so that the community feels legal certainty and justice, especially about the citizens' economy.

Table 4. Unemployment Rates for DKI Jakarta residents due to covid-19 (BPS, 2020); (Astyawan, 2021).

No	Unemployment	Year
1.	314,841	2018
2.	320,901	2019
3.	573,000	2020
4.	462,000	2021

Based on Table 4. It can be seen that unemployment in DKI Jakarta is still high. However, the highest number was in 2020. But the government is obliged to provide facilities and facilities for empowering human resources so that they are skilled and have business talent. Of course, by having a sufficient budget in the empowerment sector to pay for professional training services and other facilities.

Looking at the three tables 2 to 4 is certainly very concerning because it is related to the interests of the citizens of DKI Jakarta. The total cost for the Formula-E event itself

has almost reached 1 trillion. Imagine if these costs were earmarked for optimizing people's welfare during the COVID-19 Pandemic.

After the implementation of Formula-E, the Institute for Development of Economics and Finance (Indef) explained that the Formula-E event in Jakarta contributed to the economic impact of Rp. 2.68 trillion to Jakarta. This amount contributed to the impact on DKI Jakarta's GRDP, which was IDR 2,041 trillion, and the direct impact was IDR 597 billion. The economic impact can be seen from the preparation stage to the implementation stage, However, according to Governor Anies Baswedan, the advantages of Formula-E are still in the finalization stage, and when the calculation is complete, the profits will undoubtedly be announced to the public because the budget also uses funds from the public (CNN, 2022).

Judging from Indef's presentation and Governor Anies Baswedan's statement, only a few parties can feel the benefits of Formula-E, but not the lower middle class. Precisely, poor society.

The safety and welfare of the people during the Pandemic is the main thing because the preamble to the 1945 Constitution, it contains the purpose of the state, namely, the state aims to ensure the welfare and security of the community from various threats that endanger the community (Boiliu, 2022). Because safety and welfare are the state's goals in the constitution, this is the main thing during

this COVID-19 Pandemic. However, if viewed from the political side, in addition to the public interest contained in the policy, there is also a political interest in it. In Law Number 23 of 2014 concerning Regional Government, each region must do the following (Mulyono & Suradinata, 2020).

1. Self-initiated, that is, they must be able to formulate and implement their policies.
2. Make your regulations (Perda) and their implementation.
3. Explore your own financial resources.
4. Have a good implementation too personal as well as infrastructure.

To fulfill all of this, especially point number 3, the DKI government in determining the regional priority scale for 2021-2022 in the INGUB policy Number 49 of 2021, where the organizer of Formula-E is a regional priority scale with the intention that during this Pandemic it is hoped that the organizers of this Formula-E can provide a significant advantage for restoring the economy in the DKI Jakarta area which the COVID-19 Pandemic damaged. The principles of regional autonomy are also explained, namely responsible autonomy (Christina & Muttaqin, 2020). It means that, in this case, the local government has the responsibility to empower the region and improve the welfare of the people to realize the national goals in full. So because there are provisions contained in Law No. 23 of 2014 concerning regional government as well as in the principles of regional autonomy

above, it puts the burden of political responsibility on the DKI Jakarta government to restore the economy damaged by the COVID-19 Pandemic.

However, in terms of restoring the regional economy, the regional government of DKI Jakarta Province must consider the costs that must be prepared to organize Formula-E in addition to the costs as well as the readiness of the place and time for the implementation of Formula-E. The local government of DKI Jakarta must really think about whether this implementation can really provide significant benefits to restore the economy of DKI Jakarta after the Pandemic because, during this Pandemic, the main concern besides the community's economy is Health, where local governments also have a responsibility to improve public services in each region, especially during this Pandemic, health services. The fundamental right to Health has been stated in the Universal Declaration of Human Rights (UDHR), especially article 25, which explains that the community has the right to a good standard of living for the Health and well-being of individuals and families. (Komnas HAM, 2021). In the concept of regional autonomy, the regional government must also increase the effectiveness of regional services (MZ Arifin, 2019). Therefore, the government, in this case, should be able to make more relevant policies to restore the economy of DKI Jakarta in addition to implementing Formula E.

There are still many things that must be prepared if the DKI Province. Jakarta host a Formula-E event. Currently, the government's focus should be on vaccination, where vaccination is a public interest that must be met to provide health insurance for every citizen. In the condition of the covid-19 Pandemic, the most important thing is the community's interest in avoiding the dangers of the covid-19 virus because life safety is the most important thing in a country's goals.

The Mayor of East Jakarta explained that the third dose of COVID-19 or booster vaccination in East Jakarta was still low, at below 60 percent. This is still far from ideal, which is 90 percent (Achmad, 2022).

The right to safety of citizens is a human right stated in Article 3 of the Universal Declaration of Human Rights (UDHR), which reads that everyone has the right to life, freedom, and safety (R. Arifin & Lestari, 2019). Therefore, related to this pandemic period, it is the right of citizens to safety from the dangers of Covid-19. In formulating a policy during this Pandemic, the central and regional governments must really think about the safety of the soul of every citizen.

CONCLUSION

The formula-E policy implemented by the DKI Jakarta government in Century the covid-19 Pandemic is not that urgent to be implemented, especially using a budget of almost 1 trillion rupiah. This is not by the legal

system and regulatory hierarchy, namely that Pancasila and the 1945 Constitution must guide every policy. The government must prioritize the interests of the community, be it issues of welfare, security, safety, economy, and Health, which is urgently needed to be given to the community. During the COVID-19 Pandemic, the government must be wise to make a policy related to economic improvement and must put aside political interests. The community has high hopes for people who occupy positions at the central and regional levels to guarantee everything the community needs. This is the government's responsibility in CenturyThis pandemic to ensure citizens' safety from the dangers of Covid-19.

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Development of Electronic Books (E-Books) for Supervision of Public Services to Increase Knowledge of PPKn Teachers

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Abstract. People have the right to get good public services and can also participate in the supervision of it. Community rights in public services can be included in learning materials in schools. Knowledge about public service supervision for high school Civic Education teachers has not been maximized enough. The teachers should be at the forefront of socializing these rights by integrating them into Civics subject matter in Senior High School or Vocational High School (SMK). This study aimed to develop an e-book on public service supervision to increase high school and vocational high school teachers' knowledge. The research method was R&D (research and development) using Borgg and Gall theory. The study analyzed the need for enrichment book references for teachers to increase their knowledge about public service supervision. The results showed that the experts gave a good and proper assessment of this enrichment book. The effectiveness test showed that this enrichment book effectively increased the knowledge of Civic Education teachers on public services supervision. The benefit of this e-book is giving proper knowledge to Civic Education teachers in Senior High School (SMA) or Vocational High School (SMK) regarding the supervision of public services so that their knowledge can be increased.

Keywords: *E-book; Public Service; Teacher; Civic Education*

INTRODUCTION

Citizens and the State have a relationship regulated in the 1945 Constitution as the constitution of the Indonesian nation. Guarantees for various protections provided by the State to citizens are realized in implementing services to the public. The public has not widely understood knowledge about the implementation of public services, such as the rights of citizens in public services.

Education is an important sector in the socialization of knowledge and value socialization for the community. As the spearhead of delivering knowledge and skills to students, the teacher has a strategic role. The

material that will be delivered to students will be maximized if the teacher masters the material well. Indonesian education should prepare students to be able to participate in society. In the end, students will become members of the community and have rights and obligations in society. The rights and obligations of every citizen can be carried out by implementing public services. Students who can understand participation in service supervision

The teacher must precede the public as a facilitator in the classroom. One of the success factors for students is teacher competence. UU no. 20 of 2003 concerning the

national education system describes the concept of education which is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and , skills needed by himself, the community, nation and State (Santika, 2020).

The discrepancy between expectations and reality becomes a problem. PPKn teachers in Banyumas Regency do not know much about public service supervision. This ignorance is an obstacle to inserting public service supervision materials as teaching materials in SMA and SMK. The end of science in the classroom is an implementation in the community in the form of involvement as citizens. Public services become important when the community can be involved. Active citizens who are involved in community activities either individually or through the community are interpreted as a form of civic engagement. Civic engagement of students in the supervision of public services.

This is very important and must be preceded by teacher knowledge in the supervision of public services so that it can result in participation in society (Nurchotimah, Ulyan, & Kushardiyanti, 2021, p. 2)

The lack of qualified books on public service supervision for PPKn SMA and SMK teachers is an obstacle that must be solved. For this reason, this research is research on

developing an electronic book (e-book) for public service supervision to increase the knowledge of PPKn teachers.

The results of observations of PPKn teachers in SMA and SMK in Banyumas district show that knowledge about public service supervision is still lacking, for teachers do not insert PPKn teaching materials in class. The lack of books on public service supervision is an obstacle for teachers to increase knowledge about public service supervision. This is supported by the research results that PPKn teachers have difficulty finding and presenting problems and issues that are relevant and close to students. This difficulty is caused by the actual issues related to students that are not contained in the textbook (Winarno et al., 2020).

RESEARCH METHODS

This study used the Research and Development (R&D) method. Development limitations make this research used the Borg and Gall development model. The first stage was a theoretical and practical analysis of the knowledge of Civics teachers and the supervision of public services; The second stage was an analysis of teacher needs to improve the knowledge of Civics teachers regarding public service supervision; the next was the third stage of the preparation of the e-book for the supervision of public services; followed by the fourth stage, which was validation by experts in the field of public

service supervision and fifth stage civic education experts, namely revisions based on input from expert test results. Next was the ninth stage of a broader test for Civics teachers in Banyumas, and the next was the final revision of the public service supervision e-book. The sixth stage was a limited trial of PPKn SMA/SMK teachers in Banyumas Regency. The seventh stage was the revision of the e-book according to input from PPKn SMA/SMK teachers in a limited test. The eighth stage was the revision of the results of the limited test of public service supervision books based on the limited test of teachers.

This research took teachers' knowledge data about supervision of public services—integration of public service supervision materials in PPKn subjects.

Sampling in this research used a sampling technique aimed at answering research questions. Three areas of the school became the research sample, namely the PPKn teacher. The schools were from high school and vocational high school teachers in Banyumas Regency. Consideration researchers in sampling because these schools were from vocational and high school schools in several sub-districts of Banyumas district.

DISCUSSION

The results of the research on the development of this e-book were preceded by the observation of the lack of knowledge of SMA/SMK teachers on the public service

supervision material. The results of initial observations indicate a need for an e-book on the supervision of public services to increase the knowledge of Civics teachers in SMA/SMK. The book must be related to the scientific field of Citizenship Education as the subject being taught.

The results of the validation from content experts, consisting of civic education experts and public service supervision experts, were assessed very well. The description of the expert's assessment is as follows:

Table 1. Validation of Citizenship Education Experts

Aspect	Score
Content Eligibility	16
language	16
Presentation	16
Principle	12
Development	
Ethno science approach	8
Graphics	12
Total score	80
Criteria	A
Category	Very Good/Very
	Valid

From the table above, the public service supervision book gets a score of 88 with criterion A, which means very good or very valid. So it can be concluded that the category of public service supervision books is very good with aspects that have been determined according to civic education experts.

Table 2. Validation of Public Service Supervision Experts

Aspect	Score
Content Eligibility	16
language	16
Presentation	16

Development Principle	12
Ethno science approach	8
Graphics	9
Total score	77
Criteria	A
Category	Very Good/Very Valid

From table 2 it can be seen that the e-book of public service supervision gets a score of 77 with criterion A which means very good or very valid. So it can be concluded that the category of public service supervision books is very good with aspects that have been determined according to public service supervision experts.

Furthermore, the product assessment by the teacher as the user of the public service supervision e-book is as follows Table 3.

Product Assessment / Product Trial

No	Statement	Teacher Rating		
		1	2	3
1	This Book could increase knowledge about public service supervision	5	4	5
2	Conformity of this book with reference needs about supervision of public services	5	4	5
3	This Books give motivation to participate in supervision public services	5	5	5
4	Changes in understanding of service supervision public after read This book	3	4	4
5	Give an overview of PPKn community	5	5	5
6	Raising awareness about the importance of public service supervision	5	5	5
7	Can be integrated with Theory PPKn learning for student	5	4	5

8	in high school / vocational school Can be as a course teaching materials of PPKn	5	4	5
9	Could support achievements PPKn learning in high school / vocational school	5	4	5
10	Ease of book content to understand	5	4	5
	Amount	48	43	49
	Percentage (%)	96	86	98
	Average Percentage (%)	93.33		

From the table above, it can be seen that this e-book effectively increases the knowledge of Civics teachers in Banyumas Regency, as seen from the questionnaire given to teachers in three schools in Banyumas Regency with an average score of 93.33%.

The Urgency of Public Service Supervision E-books for Teachers

This study produced an e-book on the supervision of public services for PPKn teachers in SMA/SMK. The e-book consists of four chapters, namely the concept of public service supervision, Ombudsman, Maladministration, and Citizens' Participation in Public Service Supervision. E-books (electronic books) are the choice because of their effectiveness. E-books or digital books are books in digital form that can be in the form of text or images can also be both. The production process is through a computer, published through a computer. The results of the E-book can be read and accessed via a computer or cell phone as well as various other electronic devices. A popular format for

making e-books is PDF. (Amalia & Kustijono, 2017, p. 2)

E-books are the result of utilizing ICT (Information Communication Technologies). Utilization of technology in the form of multimedia as a transmitter of information in the form of material in the form of text, images, animation, sound, film and even interaction. One of the multimedia tools can be a computer. Presentation of information and materials can be done in all forms. Computers can minimize real situations that take a long time or are expensive and risky. Various abstract concepts can be presented more realistically in the learning process can make it easier. understanding (Bariah, 2017). E-books are effective for teachers, especially during the COVID-19 pandemic with all the limitations in the learning process at school.

E-books can be used in the world of education. Education is an indicator of the progress of a nation. Citizens must be able to adapt to the times as well as the state. All components of the nation must adapt to industrial revolution 4.0. Likewise, with mastery of technology. Conventional books commonly used as learning resources can now be replaced with e-books as more effective teaching materials, especially during the COVID-19 pandemic (Junaid & Baharuddin, 2020).

Teachers have a significant role in the transfer of knowledge to students. A teacher has a big responsibility. Not only as a teacher

but also as a source of knowledge for students. Students must be equipped with knowledge for life in society to be able to participate in the community. The knowledge that contains moral teachings for students must be taught. This makes students have moral nobility, and the teacher becomes an example for students. (Azhar, Ketut, Sunu, & Natajaya, 2021). This makes teachers required to have qualified knowledge. Likewise, knowledge regarding the supervision of public services.

Teachers are professional educators who have the task of educating, teaching and guiding. The teacher has the task of directing, training, assessing, and evaluating students. This is the task of teachers from early childhood education to high school. Teachers must improve competence regularly and continuously through various forms as the front line in the education system. This can be done by increasing mastery of teaching materials and the ability to deliver teaching materials to students (Rika Kontakiningsih, Yunik Susanti, Sulistyani, 2022).

Knowledge of public service supervision can be included in the Civics learning curriculum. This is reinforced by the teacher's role as a curriculum developer. This role allows the teacher to become an implementer, adapter, developer, and researcher. Teachers have a role in learning related to reciprocal relationships. This is a requirement of the learning process that is not

only a transfer of knowledge but also a transfer of value (Dhani, 2020).

This e-book effectively increases the knowledge of Civics teachers related to the supervision of public services. Students and teachers are citizens with the right to get good public services. Public services are a tangible manifestation of the state's presence in the people. The state is obliged to provide good service to citizens. The participation of citizens in public service will affect the motivation of public service providers to work (Prysmakova, 2021)

Teacher competence is essential to be improved, especially teacher knowledge, Because teacher competence affects student learning outcomes. According to the study's results, teacher competence affects motivation and directly impacts student learning outcomes (Wisdom, 2018). It was further explained that efforts to improve teachers' quality could ultimately impact improving the quality of education (Hoesny & Darmayanti, 2021). Teacher knowledge can be helpful for learning improvement. Not only that, but learning materials and learning technology that support teachers are also essential. Teacher knowledge is a critical component for the success of learning objectives (Widiyanto & Istiqomah, 2020).

Knowledge of public service supervision is part of the PPKn material. The involvement of citizens in the supervision of public services is significant. Often citizens do

not understand that as citizens have the right to get good public services and also have the right to participate in supervising public scrutiny. For this reason, teachers need knowledge regarding the supervision of public services to be taught to students to participate in the supervision of public services in the community (Chotimah & Affandi, 2018).

Knowledge of public services is included in citizenship knowledge. Citizenship knowledge (civic knowledge) is a subject that every citizen should know because, in principle, citizens must know their rights and obligations (Wind-wind, 2017). For students who have good civic knowledge, it must be preceded by a civic knowledge teacher.

CONCLUSION

This study resulted in several conclusions, namely in this study using the borg and Gall development model, there were ten stages carried out, but due to the limitations of this development research only reached seven stages of research. Public service supervision e-books are feasible according to citizenship education experts with a score of 96, while according to supervisory experts public services get a score of 96, so it gets a very good category.

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Political Sociology Analysis in The Scope of Students

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Abstract. Students are one of the smallest groups in society that have a role in the life of campus political sociology. So, students' awareness of their role as agents of change can provide a change in a social building for the better. The purpose of this research is to socialize in creating student awareness to participate in campus life. The method used is through observation and the author's experience in participating in campus organizations that have been followed. The method used through the author's observation and experience in following the campus organization that has been followed. The research method used is a qualitative approach. The results showed that students can play an active role in campus political activities. The conclusion of this study shows that many campus political activities are carried out by students.

Keywords: *The Role; Student; Political; Sociology*

INTRODUCTION

Students are a group of people who are undergoing the process of studying in higher education. This position will be temporary. because students have a passion in realizing the ideals of the nation as successor cadres whose existence is expected for a better future. In the identity of students, they are expected to be able to become heirs of the state as well as Students must have a strong soul and character in order to build their nation and country. The important of this article is As mandated in Pancasila and the preamble to the 1945 Constitution, Students are interpreted as strong youths who must have strong faith, have good character, are able to master science and technology to play an active role in global

competition, and have a responsibility in advancing the country in order to realize the ideals of independence.

The low awareness of students in social participation in the campus environment and lack of depth in their role as students, which makes some students distance themselves from participation in campus activities so that they only focus on studying lecture material. It is important to experience political sociology in student life, through organizations that can support students' abilities or interests, there is a problem.

Political sociology is part of society, which regulates the relationship between the existing structures in society, both the smallest group and the wider community group.

Students have a role in political sociology in connecting the aspirations of the community in the campus environment as well as covering the life of the general public. Students have the power to point towards changes that are very important for people's lives. Political Sociology cannot be separated from the interaction life of society and state power institutions, but students are part of that element. According to (Urip Santoso Santoso 2015), stated that in addition to trying to explore and apply the lecture material delivered by the lecturer, students also have another task that is no less important, namely observing and critiquing what is happening in the community, both the campus community and the wider community (Harahap, 2019). previous research (Arif Prasetyo et al., 2022) that political activities are important for any circle to carry out.

So, students as social control have a place as givers of aspirations to the community, more specifically it can be applied in the campus community which has room for the students themselves to develop themselves, through campus organizations within the students themselves. According to (Ayu Susanti, 2012), the role of students as *Agents of Change*, *iron stock*, and social control requires students to be *literate* and care about the environment, so that they will easily realize all the problems that exist in society. Thus, students act as drivers of change and have the ability and awareness to move forward.

Political sociology is the science of power, government, authority, command at all levels of society, human beings not only within the scope of national society, but also local and international communities (Maurice Duverger). The work of political sociology is research on the relationship between political problems and society, between social structure and political structure, social behavior with social behavior and political behavior (Rush and Althoff, 2005). According to Susi Fitria Dewi and (Putra et al., 2022) in her book *Political Sociology* (2017), states that political sociology should not only discuss issues of power related to the state, but also on other units of social life, namely smaller ones, such as families, associations or organizations.

That Political sociology does not only study society and government, even with a narrower space, namely students. Through campus organizations, students can participate in political socialization life by exploring how social structures, and political behavior can be interpreted as political sociology has a relationship in shaping student leadership through the scope of the campus. Not only that, in campus organizations, students can also practice how to maintain power and form regulations, and maintain good relations with the campus community or members within the same environmental structure. So, apart from being a place to study, it is also a space for students to develop students' critical thinking

with all interactions, maintaining power through activities in the organization.

Through this research, the author hopes that students are able to realize the importance of socializing in campus life through the organizations that have been provided by the campus, so that it can raise self-awareness of the existence of political sociology in student life as an effort to develop students' self as drivers of community change. There are many lessons that can be learned in participating in campus organizations as the beginning of the process to play a bigger role in society to create strength in bringing society to a better direction.

RESEARCH METHODS

The research is structured using qualitative research methods, it is hoped that the use of this method can discuss problems that occur in the field and be described and analyzed more deeply. The data collection technique uses direct observation through the author's experience of what is experienced in the field and through journal studies and other supporting literatures to support the author's data sourced from journals and sources relevant to the research.

DISCUSSION

Is political sociology important in student interaction?

In the political sociological community, it is a form of interaction between the

community and the government, then if it is associated with students, what is taken is the relationship or relationship between students and the government. While political sociology is a science that studies and discusses the interaction or relationship between the community and the government, where the community can interact with the government in various ways, such as presidential elections or in other ways.

Discussing about the government, the government here is not only the president and the government in the country, within the scope of students there is a government called the BEM (Student Executive Board). So, within the scope of student administration, the prevailing government is the highest organization within the university, namely BEM (Student Executive Board), student interaction with the government that applies in BEM is very important (Rachman et al., 2022). Because in this organization students will interact with political sociology, political sociology is very important for student interaction, especially for knowledge and association.

Referring to student interaction with political sociology, student interaction with political sociology is indeed important, meaning that interaction here can be interpreted by socializing the student either with other people or with the government directly or with the government created within the university. What is meant by government

within the University is the BEM (Student Executive Board) organization.

This interaction is not only important in the state government, but this interaction is also very important for the student environment and society. So, this political sociology interaction has a very important role in the scope of students, because these students also play a very important role in the campus environment. Thus, students can find out how to interact well with the state government and the government created within the university (BEM) itself.

Political sociology is important for students, because through this political sociology students will learn about political life. Although this political sociology is located in the campus environment, BEM (Student Executive Board) has cabinets who serve in every field like politics in government. Each cabinet also has its own duties, which can later be accounted for. It is through this organization that students will get used to living a larger political life.

With the existence of political sociology in the campus environment, students will get used to interacting with many people. Political sociology interaction is very important for students, because with this political sociology interaction students find it easy to get various information they want. Through this political sociology, students will also learn about various kinds of political life in society. Not only that, it was taken from the opinion of

experts, Damsar said that: political sociology is a series of sciences to study local human relations with the government, where there are processes and forms of socializing in the political space, in which the government guides or gives orders to individual communities to carry out their activities. Political activities are in accordance with the applicable rules. And if we link it among students, students and students interacting with political sociology, must also follow the basic legal rules that apply to the student environment, which have been made rules at the university where they draw and explore knowledge.

Political sociology is a study in which it discusses all social changes in human life in a broad scope. The life of the campus environment cannot be separated from political sociology, because in political sociology there are various kinds of activities, whether related to the state, individuals, or groups. Not only important in campus life, political sociology is also very important for social life. Political sociology focuses its studies on approaches that focus on patterns of behavior. Political sociology is an important aspect in student life and in community life. In social life we are all required to defend each other that we have. Because humans must maintain each other's power and social status. In this day and age many are fighting for power, so everyone should study political sociology.

Political sociology is very influential in social life, both in political life and in everyday life. Political sociology has a dynamic concept that follows the times. Political sociology is a study that discusses society and the state, so political sociology must always keep up with the times in order to always know what society needs.

Political sociology must understand the social actions carried out by society and must bring society to good influence. Society has interrelated and reciprocal influences. Political sociology must be considered rationally so that actors can receive the impact that is the goal of political sociology. In addition, political sociology also has the value of beauty in each individual. What is said to be the value of beauty in each individual is a sense of tolerance. Because, with tolerance, there will be beauty from differences. Likewise in the campus environment, students must tolerate each other with existing differences. That is why political sociology is important for students. The campus environment has a big role in the formation of a spirit of mutual respect for students. So that when we students enter the community, they will get used to accepting many differences. Although since childhood students have been taught and used to respect each other, still when they become students they will understand more about the many differences in life. This difference is not only about differences that are clearly visible in terms of religion, race, or ethnicity.

However, there are also minor differences that are not obvious.

When on campus, students are required to always think critically. From this critical mind, students will find solutions to the problems they face. Thus, it will eliminate the existing differences. Humans often have problems regarding differences of opinion, therefore humans are always required to be able to solve every problem in a good way so that there are no more conflicts that can cause division. Political sociology is useful for knowing political phenomena that occur in society. Political sociology can also be used to discuss and make effective strategies for the common interest so as not to cause conflicts that can be prolonged. Despite having differences in opinion, political sociology still has to resolve conflicts by avoiding the emergence of new conflicts.

In student life, political sociology is an important aspect. Because, in the campus environment also has a political position that is more or less the same as state politics. It's just that in the campus environment the political space is only students. The Student Executive Board (BEM) has a very high political position at an university. Even in the university there is a President called the Student President (Presma). Just like the president of a country, the student president is also elected by the people. The people here are students who study at the university. The student president has a function to mediate between students and

the rector. The student president has responsibility for the pillars of a university. This pillar is the rule of the student movement so that it always has a blend to take an action. The student president as a mover must always be sensitive and alert in addressing the problems that exist in a society. People always say that students are idealist movers, because students always speak the truth and will speak out for justice for the community.

Student government is different from political party government. Political parties are always fighting over each other's keys and aiming for each other's positions. The government or student movement only focuses on interests that will benefit society. Because, not a few of the students will fight against the government that troubles the community. And also in the student movement there was never an agenda to take over the leadership. The student movement focused and loudly critiqued political silence. Students are required to be able to transform and apply their knowledge to the community, especially when doing community service. The implications and actions of students must have a good and positive influence on the community. So that with the dedication to the community from students, the community will determine something new and can bring the community to a better direction. Students and the community influence each other in the formation of a better personality so that they can spark new ideas that can have an impact

and can cause changes in a social activity. Because political sociology is the study of social behavior.

Students are intellectuals who can be a benchmark for change and the progress of the country. Therefore, if humans play an active role in the political world and are accompanied by good supervision, they will get good changes in the nation and state. Based on historical records, students are the basis for starting changes that can be started through students. It has been proven that students are very capable of being at the forefront of pioneering the growth of the nation and state so that superior seeds are expected to grow in the future. Students act as initiators in a change. The important role of students in building changes in the political world and the progress of the nation and state is very necessary for the state, especially the state of Indonesia.

Therefore, it is certain that students and political sociology cannot be separated, because political sociology is very important to guide students so that they are always on their axis to convey people's aspirations to the government. Through this political sociology, students will try not to be apathetic and only concerned with intellectual intelligence, but students can also engage in social activities and prioritize the rights of the general public.

Student Awareness of Political Sociology

In fact, student life cannot be separated from the government system on campus. There

is a political system that functions to regulate various political implementations as well as policies to be determined. As for his role as a student, he is required to have a spirit of courage in conveying the truth and not to cover up lies and always side with justice so that all hopes that are in the minds of the people can be realized. Also, the sweet promises of politicians who always make excuses for the benefit of the people can be redeemed. In addition, as students, they must be able to contribute their skills on campus and in their living environment in such a way that their presence will always have a positive impact. Students can use the campus as a miniature state of the facility to study and practice bureaucracy through various organizations and communities on campus. So, it is important that there is awareness in each student so that good political participation is created within the scope of students. As stated by Ramlan Surbakti, if a person's political awareness is high, the level of participation will tend to be active. On the other hand, if a person's political awareness is low, the level of political participation tends to be passive.

Political sociology within the scope of students has a relationship in the implementation of elections on campus. It can be seen, how the direct influence of elections is directed at the social world of students. The rapid development of political sociology in Indonesia, in the field of sociology, can be seen from the relationship of student social

development. From a political perspective, it can be seen from the political developments in Indonesia. In relation to social politics, if you look at the life of the Indonesian people, which do not cover all of life, there are still areas that have not yet received a decent life. So far from the communities that exist in industrial or urban environments. The problem should be strongly related to the problem of community activity to participate in the economic field.

In this case, students as the smallest part in society have the souls of young people, the social spirit to stem the problems that exist in society. Student participation in various fields of community life can foster enthusiasm and change. students are able to participate in providing education/teaching to people in need. Changes made by students through teaching can have an impact on their provision to participate in political sociology in the future. The role of students as drivers of change, to be able to voice opinions on disadvantaged areas, participate in helping and intervene in helping through campus programs. As in line with the tri dharma of higher education which requires students to carry out it as a form of help and service as well as being part of the community to take an active role in creating the nation's successors through community service programs.

One of the student's efforts to create agents of change who have a critical attitude that is able to support concern for the community. Students took to the streets to take

action demanding the rejection of the HIP Bill which was implemented on June 24, 2020 in front of the West Kalimantan DPRD Building. students take action simultaneously demanding the rejection of the HIP Bill which is considered to be able to weaken the position of Pancasila, claimants of problems through aspirations in front of the DPRD office, the event is the role of students to maintain and convey public aspirations in public as a form of government reminder of the interests of the people. Students are able to show strength as the strength of the community moving as agents of change. The critical thinking of students in the world of political sociology provides a form of enthusiasm to build the nation through aspirations, when people experience limited knowledge here students are able to solve existing problems through their knowledge and understanding through analysis of policies that can harm the people.

Awareness of students in political sociology must be nurtured properly through internal and external influences, through self-introspection by realizing how important students are in people's lives, can be done cognitively, affectively, and psychomotor, and through determining focus and goals to be achieved. The presence of students in carrying out the learning process seriously in lectures, students can use scientific disciplines and are able to practice them directly in their respective fields. The ability of students to play a role in self-winning to participate in

development for the success and prosperity of the nation in the future. Students as potential leaders who will continue the leadership relay in the future. A forum for developing students' self-potential through organizations that can be followed, the presence of this organization is a means for students to develop their potential, and is expected to be a very effective forum in initiating and making changes. Organization is intended as a small form in the structure of government. Students can develop themselves and can be sensitive to government policies, through the submission of studies that can be carried out within the organization. So as to form an aspiration, respect opinions and provide solutions to each other as a form of improving the organizational structure and as a supervision of the work of the government, both covering the campus environment and the general public.

There are factors that influence people's political behavior, one of which is knowledge of politics. To gain knowledge and understanding of politics can be through political socialization, which means the process of obtaining attitudes and directions towards political events that exist in a local community. Political socialization involves the process of communicating ordinances or procedures and calculations to individuals, groups, or society. In fact, having a position to play a very important role, because it creates an increase in knowledge and understanding of politics in society regarding political life, so

that public participation can be maximally encouraged in the political system.

There are other arguments that explain several factors that can influence political participation mediated by Surbakti. He explained that the factors that are expected to influence a person's level of political participation are political perceptions or awareness and awareness of the government (political system). Surbakti also said that political awareness means awareness of one's rights and obligations as a citizen. This affects the individual's understanding of the social and political environment as well as the interests and concerns of individuals in the social and political environment in which they live. Attitudes and beliefs towards the government are individual considerations. Some of these factors, are not independent things (there are no independent variables). That is, the difference in height between the two factors has been influenced by other factors, such as social and economic status, political relations, and organizational skills.

In increasing understanding and awareness of the need for political life in society, especially for students in the current campus community, as agents who play an important role in social life, several things can be done, such as; carry out various educations evenly and intensively as a sense of caring for political sociology, emphasize that the relationship between humans and the government will certainly have an impact on

government within the campus scope, instill an attitude of confidence and the spirit of nationalism so that each student has a sense of caring for the political system in the campus, their respective campuses.

Implementation of Political Sociology Participation in the Scope of Students

Political participation is conceptually discussing the life activities of citizens and the activities carried out by citizens. Citizens are required to actively participate in the implementation of the process of formulating state political policies. Students can be said to be an intellectual community and with the hope of playing a role as a golden generation who will be able to become leaders to make changes in a social structure. Political participation by students is expected to be more valuable, because it has a good concept of political understanding, and as a result of the learning process carried out by students at college or campus. This situation can be considered as a differentiating factor between students and ordinary people around them. Students as students who are in a university, either public or private. Meanwhile, the campus as an institution of higher education, by giving various degrees or awards to students.

Along with the times, students themselves, whether they realize it or not, have many roles that are named like the term "agent of change, agent of knowledge" and that name

is owned by a group, namely "students". Therefore, the potential possessed by students always provides good benefits and in carrying out this role plays an important role in building and advancing this nation. In addition, the role of students is very much needed in the world of campuses or lectures. Each student himself must always be active, creative, critical, independent, innovative in doing everything within the scope of higher education, both within the university and outside the university itself.

Students play an active role and are indispensable in higher education institutions, especially universities, because students play an active role in the development of the sustainability of the university itself. Therefore, the role of students is very much needed in participating, and all student creativity, both academic and non-academic, both outside campus and inside campus. With the independence and creativity that students have, they have a very good impact on the development of university higher education. In addition, by participating in campus activities, students can have a good impact on students themselves, such as broadening students' horizons and all fields, such as in the fields of technology, education, culture, ethnicity, the surrounding environment, politics, and others. A small example of the role of students that we can see as in the academic and non-academic fields.

What is meant by the word academic can be exemplified in activities such as actively participating in all learning systems and being able to understand situations and appear superior in every learning process, especially in everyday lectures (Dewantara & Nurgiansah, 2021a). Meanwhile, what is meant by the word non-academic is that students take part in several activities outside the campus, such as extracurricular activities, UKM (Student Activity Unit), HIMA (Student Association), BEM, and others. Thus, students who take part in several activities outside of lectures, they can gain more experience in organizational activities, and collaborate with other people in terms of making and compiling work programs to be designed and made, then carried out as well as possible with work partners. each of them.

In this activity, it can provide an experience that students will not get in the learning process in the classroom with the lecturer, because it can train the attitude of cooperation between their respective students. So, universities must be able to provide better facilities and facilities for students in order to meet the needs or needs on campus (Dewantara et al., 2021).

With the creativity and talent possessed by students, they can make educational institutions, namely universities/colleges, seen as good. Thus, making the Educational Institution has its own charm to create confidence in exploring knowledge at the

university. The many political actions carried out by students make students agents of change in this reform era. His role as a student in voicing the aspirations and various demands of the community, making students the forefront in voicing the voice of the people, and anticipating and answering every problem that becomes a problem of social change. A student has a personality that is attached to their identity, namely in analyzing the sharpness of the problem, firmness in holding academic ethics and sensitivity to seeing the reality that occurs in the surrounding environment.

Students have their own characteristics, it makes students interesting objects, and makes students different from other people. Students become their own characteristics because students have relatively high education. In addition, students are also very creative in their behavior in everyday life. Students also have a dynamic spirit in developing their potential, have a critical spirit in seeing and responding to the reality around them, and have high ideals. Make them always sensitive to what is happening in the environment around them and where they live. As Lewis Coser points out, students are intellectuals, namely people who seem never satisfied to accept reality as it is, they question the truth that applies at one time, in relation to a higher and wider truth.

It is interesting to note that there are two kinds of student activities. There are two groups found in students, the first is "active

students" or commonly called "activists", and the second group is "apathetic students". A student is said to be an activist, if the student is always active in various types of existing activities, not only pursuing his scientific discipline. For example, discussion groups, NGOs, external/internal organizations, and youth organizations. So, it is quite clear that the main task of a student is to always carry out studies or scavenge knowledge in order to acquire the skills and abilities in accordance with certain sciences. Then, in utilizing the results of these acquisitions, students must equip themselves with understanding the conditions of the environment and the surrounding community. In understanding these conditions, it can be channeled through involvement in various activities. This shows that students are not only concerned with their own interests in terms of studying, but are also very concerned with the surrounding environment, as well as the socio-political problems that are developing in the community (Dewantara & Nurgiansah, 2021b).

By going through studies and NGOs, students get a platform to contribute their thoughts to solve problems related to social politics in the surrounding environment. Participation in various kinds of organizational activities, both internal and external, can develop political activities. One of the active forms of student politics described by Ridwan Saidi is student participation in student

organizations. According to him, in student organizations its existence is very important to act as a place to develop various leadership values.

Problems in existing leadership are not just talent abilities that naturally already exist in a person, but problems in leadership are also not easily addressed. In developing leadership skills, training is needed. Therefore, students have a function as a training ground. With that, a student is not only seen as an academic person, only knows about music, books, and love without caring about social problems of society. According to Almond and Verba, understanding political attitudes cannot be separated from political culture which is a political orientation. Whereas: "The term political culture refers to political orientation, attitudes towards the political system and its parts, as well as attitudes towards our own role in the system". The ideal student movement certainly has freer forms of political participation, because the concepts in the movement have become more massive. In the sense that the implementation of learning in the political field which is followed by students, must have a good space or container, because with an understanding of the political field, the involvement of students in participating in politics will be better too. elite education is seen as very important in a civilized democratic country.

CONCLUSION

Students are intellectuals who can be a benchmark for change and progress of a country. Therefore, it is certain that students and political sociology cannot be separated, because political sociology is so important in guiding students so that they are always on their axis to convey the aspirations of the community to the government. Through political sociology, students will try not to be apathetic and only care about intellectual intelligence, but students will have a high social sense so that they will prioritize the rights of the general public. Because, students have a very big role in their position as agents of change. In a student, an attitude in political sociology is needed, so to increase awareness of political life in the community, especially for the current campus community, namely students as important agents in social life, you can do things like; carry out various educations evenly and intensively as a sense of caring for political sociology, emphasize that the relationship between humans and the government will certainly have an impact on government within the campus scope, instill an attitude of confidence and the spirit of nationalism so that each student has a sense of caring for the political system in the campus, their respective campuses. The process of learning political sociology in the community, especially students, needs to be given to run life, because the provision of good knowledge of political sociology can provide

opportunities for individuals/students to be involved in political participation activities, and it will actually be realized. Thus, the provision of political sociology education is very important so that the ideals of a civilized democratic state can be achieved.

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Socio-Cultural Intervention As Disaster Mitigation In Indonesia

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Abstract. The Republic of Indonesia needs a mitigation system due to considering how vulnerable the archipelago to disasters. Compiled from The National Disaster Management Authority (BNPB) data in 2021, Indonesia will have to deal with 1,441 natural disasters in the period from January to June. This situation gets worse because until now Covid-19 is still high in various corners of the country. Various efforts in the context of handling the disasters have encountered obstacles that could slow down the recovery of the community. Indonesia's disaster management is still absent in playing its role. Therefore, it is necessary to optimize various aspects, including social and cultural capital as an important force. Natural disaster mitigation needs to be done by basing the wealth of cultural heritage, traditions and local wisdom. In addition to saving budget, mitigation models that use social power like this are more responsive so that prevention and recovery can be carried out earlier. This study aims to analyze and identify socio-cultural intervention as a disaster mitigation. This study uses a qualitative method with an explanatory descriptive approach. The data collection was done by using observation, interview, and documentation techniques. The result of this study indicates that disaster management in Indonesia is still spontaneous and does not optimize mitigation interventions in social and cultural aspects such as social networks and local wisdom values. The socio-cultural intervention system is very realistic because local wisdom exists in every community in the archipelago. This is good for the community to respond to disaster problems.

Keywords: *Mitigation; Social Capital; Disaster*

INTRODUCTION

Indonesia's geographical location is in the ring of fire or the Pacific ring of fire (Soemabrata et al., 2018; Prasetyo, 2019) with the confluence of three active plates, namely the Indo-Australian, Eurasian, and Pacific (Pahleviannur, 2019). This condition makes Indonesia as an area that is very vulnerable to disasters. Generally, these disasters include disasters due to geological factors (Arsjad & Riadi 2013) and disasters due to hydrometeorology (Yanto et al., 2017).

Compiled from The National Disaster Management Authority (BNPB) data in 2021, Indonesia will have to deal with 1,441 natural

disasters in the period January to June. The types of disasters in Indonesia vary with their magnitude and relatively high frequency. Disasters in Law Number 24 of 2007 concerning Disaster Management referred to as events of series that threaten and disrupt people's lives and livelihoods.

The susceptibility of these events has brought about a paradigm shift in disaster management in Indonesia. According to (Buchari, 2020), the non-ministerial government agency has task of providing guidelines and directions for disaster management efforts including disaster prevention, emergency response management,

rehabilitation, and reconstruction in a fair and equal manner.

Manshur contends that to date there is no technology that can accurately predict the seconds, hours, days, and dates when a natural disaster will occur and where it will be located (2019). The community must be alert at all times because disasters occur spontaneously. Preparedness is one of the efforts to minimize the effects of disasters.

The level of preparedness of the Indonesians and government in dealing with major disasters has not been implemented properly recently. When a disaster occurs, it generally causes many casualties. Many confused and panicked people ran in all directions to escape. This condition is further exacerbated by the absence of clear evacuation routes and the lack of socialization from government and non-government institutions (Kurniawati, 2020)

Indonesia should be able to become a pilot country in handling disaster problems after experiencing many lessons learned from the disasters that had occurred. From this experience, the community can become more responsive to deal with various bad risks from disasters. However, we often encounter looting behavior during disasters, especially during the distribution of logistical assistance.

This situation is getting worse because Covid-19 is still high in various corners of the country at the moment. Various efforts in the context of handling have encountered

obstacles that could slow down the recovery of the community. Therefore, it is necessary to optimize various social capital and cultural aspects.

Indonesia's disaster management is still absent in playing the role of social and cultural capital as an important force so far. Natural disaster mitigation needs to be done by basing the wealth of cultural heritage, traditions, and local wisdom.

Previous research has focused more on the full role and responsibility of the government in disaster management. The government's contribution always requires a large budget that is packaged in the form of a program. In addition, funding programs are vulnerable to be misused for personal gain. In addition, disaster management based on government policies will require a lot of time and more energy.

Through disaster mitigation based on local wisdom, the burden of the government budget can be reduced and the misuse of program funds can be avoided. This is very possible because the local community actively participates to remind each other, help and operate all existing social capital. In addition to saving budget, mitigation models that use social power like this are more responsive, so prevention and recovery can be carried out earlier.

RESEARCH METHODS

The research method used is a qualitative research with a type of descriptive

approach. The data obtained through the process of observation, in-depth interviews, documentation. The validity test is done by triangulation of sources. The data obtained were compared with different sources of information to obtain holistic information. Moleong states that checking the validity of the data needs to take advantage of something other than the data for checking and comparison purposes (2013). The data that had been validated were then analyzed using Coleman's social capital theory and Putnam's theory.

DISCUSSION

Based on Law no. 24 of 2007, the implementation of disaster management consists of three stages, namely: 1. pre-disaster 2. during emergency response 3. post-disaster. Various disaster management activities that have been carried out by the Government of the Republic of Indonesia require no small amount of money with considerable energy and time (Prasetyo, 2019). Disaster factors that are always faced by Indonesia need the support of various parties, both the government, the community, and non-governmental organizations. One way to reduce state expenditure or economic capital in disaster management is to optimize social capital and cultural aspects.

One of the programs commonly carried out in disaster management is to create a disaster-aware and responsive community

through Disaster Risk Reduction (DRR) education. The concept of DRR solutions is adapted to the disaster, pre-disaster, during disaster and post-disaster cycle.

According to Suhardjo, the stages of implementing the solution are adjusted to the characteristics of the stages of the disaster cycle (2011).

1. During a disaster, there is a lot of activity in an emergency situation.
2. Post-disaster, reducing the complications of complex problems in reconstruction and rehabilitation.
3. Pre-disaster, requires thorough planning. Communities threatened by disasters are very diverse. Those who have been educated and those who have not been touched by formal education need to understand the importance of DRR. The most strategic way for DRR education is through formal and informal education.

Disasters will not stop and have a cyclical pattern. With empirical data, some disasters can be predicted to come again, for example floods and landslides occur every rainy season. In addition, some people's bad habits towards the environment can bring about predictable disasters. The crueler human treatment of the environment, the more potential for disaster to occur. On the other hand, the better human treatment of the environment will prevent disasters.

Some researchers believe that disasters originate from the social community itself,

such as the case of the Lapindo mudflow, floods, landslides and so on, these natural disasters originate from human activities always begin with environmental destruction (Handyaningsih, 2018). These damages always cause disaster for humans themselves. Indiscriminate felling of trees can lead to deforestation. Deforested forests can create erosion and flooding.

Many green open areas have been turned into concrete buildings and paved roads recently. Concrete and asphalt buildings cause water to not be absorbed, stagnate, and flooding occurs. An example of human activity that is most often carried out as a cause of disaster is littering. The habit of littering is carried out on roads, in ditches, and in rivers. When it rains, garbage clogs waterways. As a result, the flow of water is blocked, overflows, and floods occur. The scattered garbage also invites the arrival of various diseases. Adi emphasizes that nature is no longer strong enough to accept the burden of the environment due to people's activities who pay little attention to the impact of environmental damage (2011).

According to (UNDP, 2004) disasters triggered by natural hazards are also a failure of human development (2004). Meanwhile, Cutter asserts that each unit of space has various levels of disaster risk because it consists of various units of supporting elements (2016). This shows that humans are not the only factor to reduce the impact of

disasters. Disaster is a natural or non-natural process that causes loss of life, property and pre-disaster stage is known as disaster mitigation.

Disaster is a natural or non-natural process that causes loss of life, property and disturbing the life orders (Suwaryo, &1. Yuwono, 2017). Substantially, all humans do not want if disaster happens. This condition happens as human behavior towards nature is good or unconsciously often invites disasters. Disasters are not only seen as something given or a gift from God, but are produced by human hands themselves. Thus, to minimize the occurrence of disasters, humans must be more careful and pay attention to behavior before a disaster occurs.

Hengkelere and Rogi contend that in the pre-disaster stage there is a stage of disaster risk reduction, which is carried out with the aim of reducing the negative impacts that may arise, especially in situations where there is no disaster (2021). Pre-disaster measures can delay and control disasters. A controlled disaster will not have a major and fatal impact on human life. The pre-disaster stage is known as disaster mitigation.

Haifani said that mitigation is a series of actions that should be taken before a disaster occurs, with the aim of reducing disaster risk. The pre-disaster stage is known as disaster mitigation (2018). Mitigation is an effort with the aim of minimizing the impact of a disaster by carrying out proper planning. Tunggal

et.al. claim disaster mitigation functions as a form of preparedness and early warning for the community in dealing with disasters (2019).

Social Mitigation

The social structure experiences instability which affects the social system as a whole when a disaster occurs. Seeing the aid process that is structural in nature often encounters obstacles. It takes local social forces to take part in a responsive manner, so efforts for recovery can be earlier.

The social strength that is unique to the people of Sulawesi - South is social capital known as siri 'na pacce. Disaster response based on this principle also became first aid.

The surrounding situation and conditions will inspire a sense of pacce and siri' as social beings for the Buginese and Makassarnese in general (Tenrigau, A. M., Dahlan, 2020). Disasters will evoke a sense of pacce (empathy) for anyone who sees it. Pacce is a form of solidarity with the suffering of others (Syarif, Sumarmi, Fatchan, & Astina, 2016). The downturn of some people experience is also part of the downturn of the whole human being. This sense of pacce encourages the emergence of a sense of siri' (shame) in oneself so that every element of society will feel it and be encouraged to help.

Siri' na pacce is a mitigation capital because people who live in disaster-prone areas are not too worried because they know

that there will be other communities who will help in the event of a disaster. This concern of siri' and pacce culture or self-respect and empathy have developed widely in the people of South Sulawesi particularly, and Indonesia in generally. The government can save budget expenditures to help refugees or communities affected by disasters.

The philanthropic reactions of various groups in South Sulawesi are known to be very strong. Solidarity actions are never absent to contribute to fundraising for disaster victims. Humanitarian movements always respond to every disaster that exist.

This solidarity is also based on a very deep sense of empathy (pesse) and self-respect for humans, which is part of the actualization of the siri' and pacce culture which is typical of the people of South-Sulawesi.

The implementation of siri' and pacce values does not end there. Even after the disaster has passed, this local values are still implemented through the assistance of the people's livelihood recovery. Communities who are members of community organizations also gain up assistance both from within and from outside to restore the livelihoods of the people affected by the disaster.

These assistances are commonly referred to sustainable livelihood programs or advanced livelihoods. This program aims to restore the people's livelihoods that have been lost. With this program, disaster-affected communities can restore their economy, so

they do not sit idly by continuously. These donations come from the philanthropic solidarity of both individuals and from foundations that implement pacce's values..

One of the characteristics of Indonesian society, especially in South-Sulawesi, is the mabbulo sipeppa culture (united called gotong royong). Koentjaraningrat categorizes the culture of gotong royong which is known by the Indonesian people as mutual assistance and mutual cooperation. The culture of mutual assistance occurs in disaster event activities, such as activities of household, party, celebration and in disaster events. While the culture of mutual cooperation, community service is usually done to do things that are in the public interest (Dolorosa, 2019).

The loads of gotong royong in South Sulawesi are siri' and pacce. Siri' and pacce will be more easily implemented in social behavior if through social networks. Putnam suggests that social networks are a part of social capital (1993). Lawang also gives his view that basically social networks are formed because of a sense of knowing each other and helping each other in implementing or overcoming something (2005). Sakaria more sharply sees social networks as relationships between individuals that have subjective meanings related to things as knots and ties (2014).

According to Wellman, one of the characteristics of network theory is the concentration of thinking at the macro level,

meaning that actors or actors can be individuals or may also be groups, companies, and communities (Ritzer, G & Douglas, 2014). In essence, the concept of network in social capital refers to all relationships with other people or groups allowing activities to run efficiently and effectively. By building a relationship with each other, each individual can work together and make it easier to get out of difficulties.

Social networks are a valuable asset. Social networks occur because of the interconnectedness of various individuals or groups in society. This network will be colored by a distinctive typology in line with the characteristics and orientation of the group. In social groups that are usually formed traditionally on the basis of lineage similarities, hereditary social experiences and shared beliefs tend to have high siri na pacce power, but are vulnerable to being built very narrowly. On the other hand, groups built on the basis of common orientation and goals with more modern management characteristics will have a better and wider level of participation or siri 'na pacce power.

If the local value of siri na pacce can be managed not only in terms of the similarity of traditions but can be built based on the similarity of orientation and humanitarian goals with more modern management, it can increase active participation in disaster mitigation to be higher, larger and wider.

Cultural Mitigation

Mitigation in the cultural approach is disaster control and prevention through culture and traditions as well as local wisdom of the community (Triana, 2017). One of the cultures and traditions as well as local wisdom of the people that developed in South Sulawesi is the songkabala tradition.

Songkabala basically reflects the system of human relations with the creator and nature as fellow creations. As people in South-Sulawesi generally understand land as the beginning and source of life. This tradition exists through ritual practices in several places in South Sulawesi. Various hopes and prayers are offered to the almighty God, so the community remains harmoniously side by side. The songkabala tradition is believed by the Buginese and Makassarnese as a sacred tradition that can prevent the community from calamities.

Agustina says that songkabala is a tradition that is carried out to reject all reinforcements, disasters, or calamities that will befall the community (2021). Songkabala is carried out at certain times and in certain areas it is usually carried out during the Islamic month such as the month of Muharram, the month of Sha'ban and also the month of Rajab which has been agreed upon by the community previously together. Songkabala which is held during the month of Muharram is commonly referred to as Jepe 'Shura or Shura porridge.

However, it is also a difficult scientific explanation to accommodate local wisdom as a mitigation system, so the step that is often taken is to rely on advanced technology, and more was done when the disaster took place. In fact, it is important to see what social practices are carried out by the community that can maintain environmental resilience. The principles of science are too empirical and deny local wisdom with social facts that are important for development.

We have known that several disasters can occur due to human activities, such as the case of the Lapindo Mud, floods, landslides, and so on. Sabiq Manshur mentions the sociological factors of natural disasters as a result of excessive exploitation of natural resources, development that is not environmentally friendly and the use of inappropriate technology (2019).

Considering that Indonesia is also an area that is prone to disasters, all aspects need to be seen as a system that is related to one another. Besides, we have to think that the damage caused by humans, thus we pay attention to aspects of behavior that can take care of that existence is very important. The people of South Sulawesi generally believe that they can still enjoy the fruits of natural wealth because they maintain their good practices with the environment.

In order to maintain good practices and human obedience to the environment, some forests are sacred and strict action is taken

against those who destroy them. These traditional efforts are able to preserve the forest and everything contained in it such as water, stones, wood, bamboo, shrimp and other land animals. Such activation of local values can be a disaster mitigation. All disasters caused by human activities are contrary to local values that require humans to respect, protect and purify the environment.

Local culture is very important to be preserved and developed because it contains normative values that can be a unifying tool (Safitri, A., & Suharno, 2021). Local culture is built on the basis of communal interests, not individual so that every action is always born from social considerations.

The socio-cultural intervention system is very realistic because local wisdom exists in every community in the archipelago. This is a big capital for the community to respond to disaster problem.

CONCLUSION

Based on the description aforementioned, it can be concluded two things; disaster management in Indonesia is still spontaneous and does not optimize social and cultural interventions as a mitigation system. The social approach is optimized through the use of social capital and social networks. While the cultural approach, by optimizing local knowledge and traditions of mutual cooperation.

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Development of E-Learning Learning Media for Class VII Informatics Subjects at Islamic Middle School Bustanul Hikmah Lamongan

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Abstract. Learning media development is essential because learning must continue to innovate so that education will continue to develop with the times. This study aims to describe, explain and analyze the development process, feasibility, and effectiveness of web-based e-learning learning media through blended learning methods for informatics subjects in junior high schools. This study uses the ADDIE development method through 5 stages. Qualitative data were obtained from interviews, input from validators, and documentation. In contrast, quantitative data was obtained from the results of student learning trials before and after using e-learning learning media through blended learning, which was analyzed using a feasibility test. The results of the development show that: (1) Produce website-based e-learning learning media through the ADDIE development stage, (2) The process of testing the feasibility of website-based e-learning learning media through validators of IT/media experts, material/content experts, learning design experts whose results are 95% very feasible and the results of the small group trial the results are also feasible to be tested, (3) The level of effectiveness in website-based e-learning learning media through blended learning can be seen from the feasibility value, the results of which are proven to be effective. This is reinforced by the results of the average value of the student response field trial of 85%. Students are more likely to like the website-based learning model through Blended Learning.

Keywords: *Development of E-Learning; Learning Media; Blended Learning*

INTRODUCTION

Implementing the 2013 curriculum at the junior high school level or equivalent at this time applies interactive learning. The role of technology in education has changed the learning model in the conventional way of teachers delivering material from the lecture method to using learning media, the use of various media such as print media in the form of books to audio-visual media displayed through the internet network that can be accessed online (Rohimah, Riswandi, 2020).

According to (Degeng, 1989), aspects that support and affect the quality of education is paying attention to models and methods that

are suitable to be applied in learning by looking at the conditions in the field to want to achieve good learning outcomes, so it is concluded that the influence in learning in improving learning outcomes must pay attention to methods or models used in learning. The quality of learning in the 21st century requires teachers and students to be ready in an interactive learning model by organizing the delivery of learning easily assisted by technological developments that are developing in the world of education. (Wardani, Toenlio, & Wedi, 2018).

Students' success in learning is not only influenced by cognitive abilities, but other

factors, namely non-cognitive such as their beliefs, attitudes, and values. One of the most significant factors that significantly affect Growth Mainsed is the belief in the extent to which students' mindset can grow so that they have the intelligence to achieve the desired goals, as well as stable and consistent nature in learning called a fixed and unchanging mindset. Change (Limeri et al., 2020).

A developing teacher's mindset is that he can implement fun learning, communicate well, and always look for new creative things that tend to take a challenging attitude. Meanwhile, a student's mindset can apply well-maintained so that the intelligence possessed will become a patent understanding. A teacher always tries new strategies and makes decisions with entire balance without thinking about the risk of failure. Always optimistic about achieving success in the learning process (Zeng et al., 2019).

The government has issued a new normal implementation policy in several sectors, including the education sector. This condition makes the public have to adapt to the new normal by complying with the rules made by the government. This adaptation is interpreted as a new perspective and behavior which will eventually become a new culture. The development of the world of education is growing rapidly, as can be seen from the increasing variety of learning methods used and the use of various media that are useful for improving the quality of learning outcomes.

The development of multiple learning methods and media is in line with rapid technological advances. The form of this development that can be utilized is using e-learning. This application is used to face the new normal era (Priestnall et al., 2020).

The implementation of e-learning impacts the increasing use of social media. What the description of adaptation to face the new normal in e-learning learning methods. The most important aspect is the adjustment of learning during this new normal (Efgivia et al., 2020).

With technology very helpful in the learning process, learning media development is growing rapidly, one of which is online learning or e-learning. Educational institutions are required to utilize the internet with information and communication media to develop learning media. The student's academic system in learning is information related to the learning process. Web-based e-learning products allow students to access materials, quizzes, and discussion forums online and are carried out independently wherever they are and are not stuck in time, and of course, there is still teacher intervention in it. Online learning media allows students to learn material anywhere and is expected to increase their curiosity, which can be accessed using their gadgets (Rahmi, 2020).

Currently, e-learning-based learning media through a blended learning model is considered quality and able to answer

millennials' learning needs. The blended learning model is considered a technology-based integrated learning innovation that combines face-to-face learning (traditional learning) and e-learning. The blended learning model was actually implemented in Indonesia several years ago. In 2018, the Ministry of Research and Technology launched a blended learning system as one of the changes in higher education strategies for millennials. Meanwhile, the Ministry of Education and Culture has already launched e-learning with a blended learning model in 2011, although at that time, it could only be accessed by teachers (Inkeri Rissanen a, *, Elina Kuusisto b, c, d, Moona Tuominen d, 2019).

According to Nick Hutton, Regional Director of Asia for D2L Brightspace, a provider of the Learning Management System (LMS) platform, "Implementing a blended learning model through online LMS does not eliminate the role of a teacher (Yakubu & Dasuki, 2018). The government has issued a new normal implementation policy in several sectors, including the education sector. This condition makes the public have to adapt to the new normal by complying with the rules made by the government. This adaptation is interpreted as a new perspective and behavior which will eventually become a new culture. The development of the world of education is growing rapidly, as can be seen from the increasing variety of learning methods used and the use of various media that are useful for

improving the quality of learning outcomes. The development of various learning methods and media is in line with rapid technological advances. The form of this development that can be utilized is using e-learning. This application is used to face the new normal era.

Description of adaptation to face the new normal in e-learning learning methods. The most important aspect is the adjustment of learning in this new normal. On the contrary, it will further emphasize the importance of the role of teachers in improving the quality of education for students or teachers in Indonesia (Rutter & Smith, 2019). The blended learning model itself is considered very effective for the current learning model by not eliminating the role of a teacher in the learning process because the teacher's role will not be replaced so that in the learning process, there is still the role of the teacher between the teacher and students and students with learning media (Gunawan et al., 2020).

The blended learning model can be applied in all subjects, especially informatics. The learning media currently used still tend to be less innovative or traditional. Based on the observations of researchers, it was found that monotonous learning will make students bored and lack concentration, affecting learning outcomes later. The statement of an informatics teacher also reinforced this at the junior high school level during the interview session conducted by the researcher, namely: In the learning process that has been carried

out so far on the existing subjects, it has not been able to be carried out effectively because of several inhibiting factors in it. One of them is the lack of learning media that can overcome or cover all sub-chapters in the themes. In addition, the media and learning models used are still conventional, so learning feels boring, loses concentration after 30 minutes of learning, and becomes sleepy, affecting student learning outcomes during exams. In addition, the lack of e-learning media that is easy to use by teachers also reduces teacher performance in class (Gruyter et al., 2017).

In all subjects, it is necessary to have innovative learning media that can support learning in the classroom so that learning activities will feel alive and students will feel interested in learning. Of course, it can be easily used by both teachers and students. So later, students learn effectively and will get satisfactory learning outcomes. According to the school's KBM, learning objectives will be achieved through media with learning models that do not eliminate the function of the teacher in it. The selection of the Bustanul Hikmah Islamic Junior High School as a place of research because this school has a good reputation in many ways, especially in religious matters because it is based on a pesantren. With facilities that are quite complete in learning media, starting from the computer lap room, Class LCD/projector and school wifi facilities with good benefits. It's just that the facility is rarely used because it is

constrained by the management of the media used by teachers. Students and teachers feel that no media website is easy to use, less innovative, and the level of interest tends to be consistent. In addition, students at the Bustanul Hikmah Islamic Junior High School also experience problems in all subjects that students feel are boring because the delivery of learning is still using conventional methods, for example, with stories and lectures that are currently happening. Less innovative, and the level of interest tends to be consistent. In addition, students at the Bustanul Hikmah Islamic Junior High School also experience problems in all subjects that students feel are boring because the delivery of learning is still using conventional methods, for example, with stories and lectures that are currently happening. Less innovative, and the level of interest tends to be consistent. In addition, students at the Bustanul Hikmah Islamic Junior High School also experience problems in all subjects that students feel are boring because the delivery of learning is still using conventional methods, for example, with stories and lectures that are currently happening.

Thus, researchers develop e-learning media that are expected to help teachers and students in all learning subjects, especially Informatics. The researcher will conduct a study titled "Development of E-Learning Learning Media for Class VII Informatics

Subjects at Islamic Middle School Bustanul Hikmah Lamongan."

RESEARCH METHODS

This study used the Research and Development (R&D) model, which was a series of processes or steps to develop a new product or improve an existing product so that it could be accounted for. To obtain the results of certain products, research that needs analysis was used to test the effectiveness of these products so that they can function in the wider community (Rustandi, 2021). The development model used was the ADDIE Model. The developed product was tested through several activities, such as product design and product test subjects.

Expert validation, limited trials, and large-scale feasibility tests were carried out at the trial design stage. The data was known by analyzing the feasibility test activities carried out through several steps: validation by design experts and one design expert lecturer. The second was a material expert trial conducted by one lecturer who was an expert in the field of content or material. Third, by a learning media expert by a learning media lecturer or media expert, further validation was carried out by colleagues in the field of informatics as well as a teacher in the media field, material design from the schools studied, and validation to respondents, namely product testing on students. At the same time, the product test subject on the web-based e-learning learning

media was carried out at the Bustanul Hikmah Islamic Middle School.

The type of data in this development research was in the form of validation data from student responses and also data from validators. Validation data in the form of information obtained using the results of the feasibility level of web-based learning media products with the google site. While the validation data was in the form of information from class teachers and peers in the form of questionnaires and comments, responses, and suggestions for improvement based on the results of assessments from validators and students after using web-based e-learning media with the google site.

The technique or method used for data collection in research on the development of web-based e-learning learning media with this google site was a questionnaire and document study. A questionnaire was a data collection tool containing several questions or statements the research subject must answer. Document study was a technique or method of collecting data by collecting information needed for research from several documents.

The description of the feasibility of the product by looking at the weight of each response and calculating the average score by using the following formula:

Information:

X = Average score

X = Total score of each one

n = Number of raters

The assessment of each aspect of the product developed used a Likert Scale, where the product could be said to be feasible if the average for each evaluation had good criteria using calculations according to (Sudjana, 2001) as follows:

Information:

- P = Percentage
- f = Score obtained
- N = Maximum score

Furthermore, the data processing results using the percentage formula were explained by percentage values. The assessment used a five-answer scale with a value range of four to one. The ideal maximum value was obtained if all items got a value of four, and the minimum value was obtained if all things in the component got a value of one. The ideal maximum value is if it is a percentage. The total percentage will be 100% and the minimum value. The percentage distribution of the category criteria was divided into four parts very decent (>80%-100%), quite decent (>60%-79%), less feasible (>50%-59%), and not feasible (>0%) -49%). The distribution of eligibility categories was in Table 3.2

With the media eligibility category in the table above, the recapitulation of the validation data was concluded based on the established categories so that the indicators in the assessment of web-based e-learning learning media with the google site were concluded about the feasibility level. The guideline was to determine the eligibility criteria for web-based e-learning learning

media with the google site. Web-based e-learning learning media with the google site was used if the respondents' assessment results were at least in the appropriate category.

DISCUSSION

The feasibility level of e-learning media based on Google Sites in Informatics subjects was tested by several validators who are experts in their fields, such as Design expert validators, IT/media expert validators, material or content expert validators, learning expert validators, of course, they have a criterion educational background. Minimum S-3 educational technology. The following is the data from the validation of the media feasibility test.

Material/Content Expert Validation

Table 1 Results of Material/content Expert Validation

Statement	Score		
	2	3	4
Attractive e-learning media display			√
Usability(easy to use)		√	
The existence of videos and image links will add to the diversity of the media			√
The material presented is coherent and appropriate with KD and learning objectives			√
The language used is easy to understand			√
Video images/illustrations according to the material			√
Placement of titles, subtitles and content placement is very precise			√
Instructions are well understood		√	
Practice questions according to the material presented		√	
Presentation of material from various sources increases students' knowledge			√
Total score	37 (92.5%)		

Material/content Expert Validation Data Analysis

Data analysis was carried out starting from the data on the website-based learning media product assessment results through a questionnaire. Based on the results of the assessment of learning materials/content experts on website-based e-learning learning media as listed in table 1, it shows the percentage level of validation is 92.5 after being converted to a 5-scale conversion table, the percentage of the achievement level of 92.5 is at a sufficient qualification level. Valid so that website-based learning media in Informatics lessons do not need to be revised. Based on qualitative data obtained from comments/suggestions from material/content experts in table 4.2, it is necessary to improve the font that is too small, which causes students not to be able to read, questions that must develop into the HOTS criteria,

Media Expert Validation

Table 2 Results of Validation of IT Experts/Learning Media

Statement	Score
	3 4
Material sources can be accessed easily	√
<i>Usability</i> (easy to use in operation)	√
The e-learning web link works well	√
Media documentation is quite complete	√
The language used is easy to understand	√
Video images/illustrations according to the material	√
Placement title,the subtitles and content placement are very precise	√
Color effects and color placement on the media are precise	√
The sound on the video/audio is clear and easy to understand	√

Simple and attractive	√
Total score	38 (95%)

Analysis of the Validation Results of IT Experts/Learning Media

Data analysis was carried out starting from the data on the website-based learning media product assessment results through a questionnaire. Based on the results of the learning media expert's assessment of the website-based e-learning learning media as listed in table 2, it shows the percentage level of validation is 95 after being converted to a scale five conversion table, the percentage level of achievement of 95 is at the qualification level is quite valid so that the website-based learning media In the Informatics lesson, it does not need to be revised. However, adding features to the material content is necessary to be more attractive to students.

Design Expert Validation

Table 3 Validation Results of Learning Design Experts

Statement	Score
	3 4
Source material can be accessed with easy	√
<i>Usability</i> (easy to use in operation)	√
The e-learning web link works well	√
Media documentation is quite complete	√
The language used is easy to understand	√
Video images/illustrations according to the material	√
Placement title, the subtitles and content placement are very precise	√

Color effects and color placement on the media are precise	√
The sound on the video/audio is clear and easy to understand	√
Simple and attractive	√
Total score	38 (95%)

very precise	
Color effects and color placement on the media are precise	√
The sound on the video/audio is clear and easy to understand	√
Simple and attractive	√
Total score	38 (95%)

Analysis of the Validation Results of Learning Design Experts

Data analysis was carried out starting from the data on the results of the website-based learning media product assessment through the feasibility instrument. Based on the results of the learning design expert's evaluation of the website-based e-learning learning media as listed in table 3, it shows the percentage level of validation is 95 after being converted to a scale five conversion table, the percentage level of achievement of 95 is at the qualification level quite valid so that the website-based learning design In the Informatics lesson, it does not need to be revised. However, it is necessary to add color designs to be more attractive to students.

Peer Validation

Table 4 Peer Test Results

Statement	Score	
	3	4
Material sources can be accessed easily		√
Usability (easy used inoperation)		√
The e-learning web link works well		√
Media documentation is quite complete		√
The language used is easy to understand		√
Video images/illustrations according to the material		√
Placement title, the subtitles and content placement are		√

Analysis of Peer-to-peer Test Results

Data analysis was carried out starting from the data on the website-based learning media product assessment results through a questionnaire. Based on the results of the peer assessment of the website-based e-learning learning media as listed in table 4, it shows the percentage of peer-testing after being converted to a 5-scale conversion table, the 95% achievement level percentage is at the qualification level quite valid so that the website-based learning media at Informatics lessons do not need to be revised. However, it is necessary to improve the color quality of the material content so that it will be more attractive to students.

Field Test

In the results of this field trial, the researcher will present an analysis of the effects of field tests in the Development of E-Learning Learning Media for Class VII Informatics Subjects at Bustanul Hikmah Islamic Middle School Lamongan. The product from the media development was tested on seventh-grade students of Bustanul Hikmah Islamic Middle School on 9-10 February 2022. The data obtained from the

results of field trials on the development of website-based learning media was tested once on 21 students in grade VII. Field trials were conducted on 21 students who were taken at random. 21 respondents represented the field trial with random criteria consisting of 7 respondents in the upper category, 7 in the middle category, and 7 in the lower class.

The development product submitted for field testing is in the form of website-based e-learning learning media on Informatics material with the theme "Computer Hardware." The following is the data from the field trials:

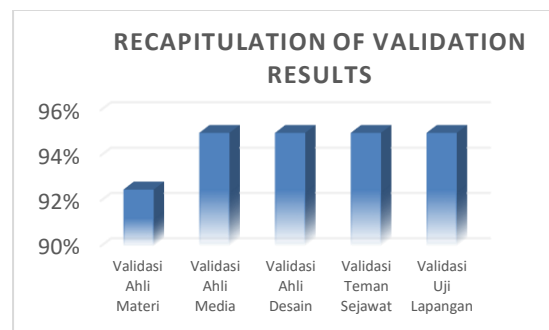
Table 5 Field Trial Results

R	Question items to-										x
	1	2	3	4	5	6	7	8	9	10	
X1	4	4	3	4	4	4	3	4	3	4	37
X2	4	4	4	4	4	4	3	4	4	4	39
X3	4	3	4	4	3	4	4	4	4	4	38
X4	3	4	4	4	4	4	4	3	4	4	38
X5	4	3	4	4	4	3	4	4	4	3	37
X6	4	4	4	4	4	4	4	4	4	3	39
X7	4	4	4	4	4	2	2	4	3	4	35
X8	4	4	4	3	4	4	4	4	3	4	38
X9	4	4	4	4	4	4	4	4	4	3	39
X10	3	3	4	3	4	3	4	4	4	4	36
X11	4	4	4	4	4	4	4	4	4	4	40
X12	4	3	4	4	4	4	4	3	4	4	38
X13	3	4	4	4	3	4	4	3	4	4	37
X14	4	4	4	4	3	4	4	4	4	4	39
X15	3	4	4	4	4	4	4	3	3	3	36
X16	4	3	4	4	3	4	3	4	4	4	37
X17	3	4	3	4	4	4	4	4	3	4	37
X18	4	3	4	4	4	3	4	4	4	3	37
X19	3	4	4	4	3	4	4	4	3	4	37
X20	4	4	4	4	4	4	4	4	3	4	39
X21	4	4	4	4	3	4	4	4	4	3	38
Total Score											715
Maximum Score											840

Based on the results of field trials on the development of website-based learning media as listed in the table5, the percentage of the

validation results is 85% after being converted to a scale four conversion table. The percentage of the achievement level of 85% is a very valid qualification level, so it does not need to be revised.

Based on research results on the development of E-Learning learning media for class VII informatics at the Islamic Middle School Bustanul Hikmah Lamongan, then the following conclusions are obtained:



Where development of this E-Learning learning media as an alternative media to increase the effectiveness of student learning activities. Therefore it needs to be developed and improved to make it more interesting. As for now, E-Learning learning media has met the valid criteria and is suitable for use after validation, small group and field trials, and peer testing.

E-learning allows different interactions with conventional or face-to-face learning. In conventional learning, students do not dare to express their opinions directly. E-learning allows students to be more in the online class because they appear indirectly and can express their views or questions anytime and

anywhere. So that students can think critically and also create digital literacy.

CONCLUSION

The development of E-Learning Learning Media for Class VII Informatics at the Islamic Middle School Bustanul Hikmah Lamongan will answer pre-existing problems in the background. Where Development of E-Learning Learning Media for Informatics Subjects as an alternative medium. So the E-Learning Learning Media for Informatics Subjects can increase the effectiveness of student learning activities. Therefore, it is necessary to develop E-Learning Learning Media Informatics Subjects who have gone through the research stage to determine the validity of E-Learning Learning Media Informatics Subjects. The E-Learning Learning Media Informatics Subjects This has met the valid criteria and is suitable for use after validation, small group and field trials, and peer testing.

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The Role of the Village Head in the Covid-19 Pandemic Period (A Study in the District of West Bangkala, Jeneponto Regency)

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Abstract. This study aims to find out and then describe the role played by the Village Head in dealing with Covid-19 as well as what obstacles he faced and what efforts were made by the Village Head in West Bangkala District, Jeneponto Regency, in this case, Beroanging village, Barana village, and Bulu village. Jaya. The type of research used is descriptive qualitative. Data collection techniques include observation, interviews, and documentation. And as for the data analysis techniques, namely data collection, data reduction, data presentation, and conclusion drawing. This study's results indicate that the village head's role during the pandemic has been perfect because the village head has taken precautions related to Covid-19, such as establishing a post at every border entering and leaving the village, conducting socialization, distributing masks, making hand washing stations at several points, and providing BLT assistance from village funds. And spraying disinfectants. The obstacle faced was that village infrastructure development was hampered because funds were diverted to cope with the impact of COVID-19 and limited community activities, so it also had an impact on the community's economy. The efforts offered by the village head, such as continuing to socialize and educate the public about the importance of complying with health protocols and conducting surveillance in places that have the potential to cause crowds, such as in markets.

Keywords: *Role; Village head; Covid-19*

INTRODUCTION

In general, work performance is defined as a person's success in doing work according to his strengths and abilities. People who excel mean people in carrying out their work can provide good results, as well as in the specified time and with quality. The high work performance of a person is influenced by the drive caused by the ability that a person has, which is a potential that requires a driving force. The role means someone who performs an action where the action is expected by society. This means that every action that each individual has an essential meaning for some people. While the Village Head is the person who is given the authority and responsibility to

carry out the government's mission, then the provision of good service to the community is expected to be more responsive to the interests of the community itself, where the paradigm of community service that has been running so far has shifted from centralized services to services, which focuses more on community satisfaction-oriented management.

The law that regulates Villages is Law Number 6 of 2014. What is meant by Villages are villages and traditional villages or what is called by another name in the future referred to as Village, which is a legal community unit that has territorial boundaries that are authorized to regulate and manage affairs. Government, local community interests based

on community initiatives, origin rights, and/or traditional rights recognized and respected in the government system of the Unitary State of the Republic of Indonesia. This Law Number 6 of 2014 concerning Villages also regulates the Principles of Village Regulation, Position and Type, Village Arrangement, Village Authority, Village Administration, Village Rights, and Obligations, Village Regulations, Village Finance, and Village Assets, Village Development and Rural Area Development, and Village Owned Enterprises, Village Cooperation, Village Community Institutions and Village Traditional Institutions, as well as Guidance and Supervision. In Law Number 6 of 2014 in article 26 paragraphs (1) and (2) it regulates the Duties and authorities of the Village Head.

The Covid-19 Pandemic has had an impact on various aspects of life, including economic aspects, at the global level. The performance of most industrial sectors declined. In order to reduce the negative impact of the Covid-19 Pandemic on the national economy, the Indonesian government implemented several programs to strengthen social protection and economic stimulus, including the Family Hope Program (PKH), Pre-Employment Cards, Social Assistance, Micro and Ultra Micro MSME Stimulus, and a reduction in electricity rates. Most of these programs are programs that the government has routinely carried out. Regarding Covid-19, the government then increased the number of

beneficiaries from the programs mentioned above.

Until now, the spread of Covid-19 in Indonesia is not only in big cities but has penetrated into villages, resulting in thousands of deaths and tens of thousands of people being infected. In addition to health impacts, other impacts are economical and social problems everywhere. Therefore, the central government has made many rules to prevent the spread and overcome the impact caused by laws, presidential regulations, ministerial regulations, and circulars to the National Police Chief number Mak/2/III/2020 regarding compliance with government policies in the spread of the coronavirus. (Covid19). With these problems, strategic steps are needed from the village government to prevent the spread of the coronavirus. Likewise for Beroanging village, Barana village, and Kel. Bulu Jaya, West Bangkala District, Jeneponto Regency. Various strategies were carried out, starting from budgeting village funds to help affected communities, making guard posts for people in and out of the Village, buying equipment such as body temperature gauges, disinfectants, hand washing tools, and urging the community to follow health protocols. Issued by the government, requires a letter of vigilance for people from outside the District of West Bangkala, and restrictions on various religious, social, and cultural activities.

However, the village government's strategy has not yet been implemented

properly. This can be seen from the guard posts that are only enforced for 1-2 weeks so that people entering and leaving are not automatically monitored; there are still association activities involving more than 20 people, many people unaware of the existing health protocols. In addition, the Covid-19 Pandemic has also suppressed the economy from various angles, including the village economy. Villages have the potential to become the primary support for national economic growth during the Covid-19 Pandemic, especially in the field of food security. Villages are the areas that rebound the fastest during the Covid-19 Pandemic, with fewer data on areas affected by Covid-19, so the economic potential is still very large. For now, The impact of Covid-19 is felt more by people in urban areas. However, since seasonal workers have quite high mobility, from Village to city and back to the Village, the Covid-19 outbreak can also spread in villages. In addition, suppliers of scattered urban needs such as food and other agricultural products come from villages. The same is the case in Beroanging village, Barana village, and Bulu Jaya village now the economy in these Village is slowing down due to the Covid-19 Pandemic. Here, it is hoped that the village government, especially the village head, can improve the efficiency of its performance both in finding sources of assistance and others to help stabilize the economy of the community in this Village. Based on the above background

and some previous research results in terms of initial research or initial observations, the researchers are very interested in knowing the role of the Village Head in the Covid-19 Pandemic Period (A Study in West Bangkala District, Jeneponto Regency). In addition, through this research, the researcher intends to show a general description of the role of the village head in the Covid-19 Pandemic. And it does not demand the possibility not only in one Village but maybe its role in the Pandemic Period is the same as the role of the village head in other regions, or perhaps it can be a reference for other regions to do positive things during the current Pandemic. In addition, through this research, the researcher intends to show a general description of the role of the village head in the Covid-19 Pandemic. And it does not demand the possibility not only in one Village but maybe its role in the Pandemic Period is the same as the role of the village head in other regions, or perhaps it can be a reference for other regions to do positive things during the current Pandemic. In addition, through this research, the researcher intends to show a general description of the role of the village head in the Covid-19 Pandemic. And it does not demand the possibility not only in one Village but maybe its role in the Pandemic Period is the same as the role of the village head in other regions, or perhaps it can be a reference for other areas to do positive things during the current Pandemic.

RESEARCH METHODS

The method used in this research was the qualitative method. This research was conducted in the District of West Bangkala, Jenepono Regency, Beroanging village, Barana village, and Bulu Jaya Village. There were two sources of data in this study, namely primary and secondary data sources. In this study, the informants the researchers took were as many as 24 people, with details: 9 village governments From 3 villages And 15 communities from 3 villages. Data collection techniques in this study used the following data collection methods:

1. Interview. The interview technique in this study used a guided free interview technique. Questions will develop during the interview. Researchers get direct information with interview techniques from the Village Government and the Community.
2. Observation. The type of observation used in this study was non-participant observation. In conducting observations, the researcher selected the observed things and recorded things related to the research. Observations made in this study were to pay attention to the village environment that you wanted to study to determine the village head's performance in carrying out his functions and roles during the Covid-19 pandemic.
3. Documentation. The documentation used in this study was an image

obtained during interviews and observations. Furthermore, the data analysis techniques used in this research were data collection, data reduction, data presentation, and conclusions.

DISCUSSION

The Ministry of Villages, Development of Disadvantaged Regions and Transmigration (Kemendes PDTT) encourages village officials to take special functions and roles in overcoming the Covid-19 outbreak caused by the SARS-CoV-2 coronavirus.

First, the village apparatus must process the flow of data and information for all its citizens. Data and information cover the economic conditions of citizens to maintain their quality of life and health during the outbreak.

Second, Village officials must be able to manage information control related to Covid-19. Don't let people worry about this outbreak because of the lack of clarity of information. Third, village officials take initiatives to mitigate residents' social and economic impacts. What is the social impact of the Covid-19 emergency on religious and cultural activities?

Fourth, village officials can create new social institutions that suit the village's needs. This is to prevent social conflict during the pandemic. Lastly, the village apparatus can

provide information related to Covid-19 every day, for example, by creating a WhatsApp group or the official village portal.

The Role of the Village Head in The Covid-19 Pandemic Period in West Bangkala District, Jeneponto Regency

Coronaviruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory tract infections, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Safrizal et al, 2020).

The function and role of the village head are essential, especially during the current pandemic. The role of the village head is very much needed to regulate the community during the COVID-19 pandemic. The following are some of the roles performed by the village head in Beroanging village, Barana village and Bulu Jaya Village :

1. Make a Security post each the border in and out of the village. Make posts at every border in and out of the village. To prevent the spread of covid-19 as an early detection prevent the spread of covid-19 in the Beroanging village, Barana village, and Bulu Jaya Village.
2. Make the village government's hand washing place making hand washing places at several points. This aims to increase

public awareness of how important it is to maintain cleanliness during the pandemic.

3. Spraying disinfectant in addition, the village government also sprayed disinfectant in the community, which is one step toward sterilizing the community environment.
4. Distribute masks. This distribution of masks aims to increase public awareness about how important it is to wear masks, especially when traveling outside the village.
5. Socializing. The village government also carried out socialization. This was aimed at how the community could understand that covid-19 was very dangerous. That's why the village government has set up posts, built hand washing stations, sprayed disinfectants, and distributed masks so that people can better understand that COVID-19 is very dangerous for human life.
6. Give BLT assistance from village funds. As an effort made by the government to suppress the impact of COVID-19 on the economic sector, the village head transferred part of the village budget into direct village fund cash assistance (BLT village funds). The target is given to affected people, especially in terms of the economy.

The above steps are in line with the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration (Kemendes PDTT), where village officials

take on special functions and roles in overcoming the Covid-19 outbreak caused by the SARS-CoV-2 coronavirus. Such as: First, the village apparatus must process the flow of data and information for all its citizens. Data and information cover the economic conditions of citizens to maintain their quality of life and health during the outbreak. Second, village officials must be able to manage information control related to Covid-19. Don't let people worry about this outbreak because of the lack of clarity of information. Third, village officials take initiatives to mitigate residents' social and economic impacts. What is the social impact of the Covid-19 emergency on religious and cultural activities? Fourth, village officials can create new social institutions that suit the village's needs. This is to prevent social conflict during the pandemic. Lastly, the village apparatus can provide information related to Covid-19 every day, for example, by creating a WhatsApp group or the official village portal.

Constraints of the Village Head in Carrying out his Role in the Covid-19 Pandemic Period in the District of West Bangkala, Jeneponto Regency

The village government, in carrying out its role, has several obstacles. Below are presented some of the barriers faced by village heads and the efforts made in dealing with obstacles during the pandemic.

The following are some of the obstacles faced by village heads:

1. Village infrastructure development is hampered because funds are diverted to cope with the impact of COVID-19
2. Community activities are limited to impact the community economy.

The efforts of the village head in dealing with obstacles in the CenturyCovid-19 pandemic

The following are the efforts offered by the village head:

1. Continue to socialize and educate the public regarding the importance of adhering to health protocols.
2. Supervise in place- places that have the potential to cause crowds, such as in markets.

CONCLUSION

Based on research conducted in West Bangkala sub-district, Jeneponto district, in this case, Beroanging village, Barana village, and Bulu Jaya village, it can be concluded that the performance of village heads in carrying out their functions and roles during the COVID-19 pandemic includes make the posts at each border in and out of the village. Make a place to wash hands, spray disinfectant, handing out masks. Do socialization, as well as give BLT assistance from village funds. Obstacles to village heads in carrying out their functions and roles during the COVID-19 pandemic include the development of village infrastructure being hampered because funds are diverted to cope with the impact of

COVID-19, and community activities are limited so that it also impacts the community economy. The efforts made by the village head to overcome the obstacles faced during the COVID-19 pandemic are by continuing to disseminate and educate the public regarding the importance of complying with the health protocol. As well as supervising in places that have the potential to cause crowds, such as in markets.

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Study the Value of Togetherness and *Gotong Royong* (Team Work) Of Flying Duce Race in Limapuluh Kota Regency

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Abstract. This research is based on the trend of folk traditions in the people of West Sumatra. One of them is a tradition in the form of a competition that uses livestock such as cows, buffaloes, and ducks were in its implementation the community blends from several Luak Limapuluh (Limapuluh Kota Regency and Payakumbuh) West Sumatra Province. This study intends to explain the values of togetherness and gotong royong (team work) in the tradition of Flying Duck Race in the Limapuluh Kota Regency. The formulation of the problem in this study is how the values of togetherness and gotong royong (team work) in the tradition of Flying Duck Race of Limapuluh Kota Regency. The purpose of this study is to analyze how the values of togetherness and mutual cooperation in the tradition of Flying Duck Race in Limapuluh Kota regency. The data collection techniques in this study are observation, interviews, and documentation. The informants in this study consisted of 9 (nine) people, namely the Chairman of the Nagari Traditional Density as well as the head of porti, the Tourism Office for Sports and Culture of Limapuluh Kota Regency, the Chairman of the Luak Reinbond the Chief Executive, the Competition Participants, and the community. Data analysis techniques use qualitative methods with a sociological study approach. The results in this study explain that in the tradition of Flying Duck Race there are values of togetherness in the form of humility, service and mutual cooperation has values in the form of unity, voluntary, kinship, help which are reflected when the implementation starts from the pre-implementation stage to the post-implementation or evaluation stage where the tradition is always maintained in the life of the community.

Keywords: *Togetherness; Gotong Royong (Team Work); Flying Duck Race*

INTRODUCTION

The existence of various ethnic groups with diverse traditions shows that Indonesia is a country rich in cultural diversity, race, and customs. In accordance with the motto of the Indonesian nation, *Bhinneka Tunggal Ika*, which has many meanings but remains one, namely the Indonesian nation, this diversity is used to unite the Indonesian nation. The customs and culture of each region in Indonesia have their own characteristics and peculiarities, which can be seen in the traditions and culture of the area. There are seven elements of

universal culture according to (Kluckhohn, 1953) including language, knowledge system, social life system, livelihood system, living equipment system, art system, and belief system or religion. Culture is considered a symbolic system because it is a system of inherited conceptions in a symbolic form that allows humans to communicate, maintain, and acquire knowledge about life (Geertz, 1992). Tradition is a pattern of comportment or belief that has become part of a culture that has long existed and is passed down from generation to generation (Supardan, 2011).

One of the regions in Indonesia that has a unique culture and tradition is West Sumatra, precisely in Limapuluh Kota Regency.

Based on previous research conducted by (Purnama, 2018) that the preservation of the traditional cultural values of Pacu Terbang Itik has been carried out well but not optimally and there are obstacles in the understanding of cultural values for the community and the cultural values that are maintained are the value of honesty, the value of patriotism, namely the attitude of love for the homeland and the spirit of nationalism as well as harmonious values which means being in harmony and working together in society. Savinatullah's research (2017) focuses on knowing communication behavior in the Pacu Terbang Dutik tradition in the ethnographic concept of communication. The difference between this study and previous relevant research is that the author focuses on research on the values of togetherness and mutual cooperation in the Pacu Terbang Itik tradition in Limapuluh Kota Regency which aims to make the community and the younger generation understand the importance of preserving social attitudes and practicing Pancasila values as inheritance. culture.

The Tabang Itiak Pacu in English is called the Flying Duck Race while in the porti administration file it is called which has been translated into Indonesian as Pacu Terbang Itiak and is a unique and only folk game attraction in Indonesia, only in Luak

Limapuluh (District Limapuluh Kota and Kota Payakumbuh) and has now been included in the list of Indonesian Intangible Cultural Heritage determined by the Ministry of Education and Culture (Data et al., 2017). The story of the Flying Duck Run began when one of the duck breeders chased the ducks back into the cage and one of the ducks flew away. The flying ducks are entertainment for the herders, so the idea arose to hold the tradition of the Duck Flying Race. The unique thing is that the Flying Duck Race is not held in the fields but is carried out on the highway and the implementation of this tradition is carried out once or twice a year. The Duck Flying Pacu activity symbolizes the Pancasila value of unity in the form of communal cohesion and mutual cooperation (Soekanto, 2012). This tradition aims as a means of strengthening kinship between communities and also as a means of preserving cultural heritage. In addition, research on the Flying Duck Pacu is important to carry out to foster unity among communities, as well as to preserve culture, especially for young people in maintaining local wisdom, and also to explore the values of Pancasila so that they can be carried out and maintained.

RESEARCH METHODS

The approach in this study uses a sociological study, which is a study that prioritize the community in organizing a culture that is lived based on thoughts and

norms implementing culture in social life. Location this research was conducted in Nagari Tanjung Haro Sikabu-kabu Padang Panjang, Limapuluh Kota Regency, west Sumatera Province. This research was conducted from January to using Jjune 2022. This research is qualitative in nature, that is, it has a research mechanism by forming qualitative-narrative data in the form of sentences processed by research. SStudy qualitative research is very conducted with a prossess of an eevent in society (Gumilar, 2013). The study used a purposive sampling technique, which is a sampling rechnique with certain criteria (Sugiyono, 2016). The informant in this study is the chairman of Density Nagari norm as well as Porti coordinator, Recency Sport Tourism and Culture Office Limapuluh Kota, chairman of reinbond Luak Limapuluh, Chairmann of the executive, contest participants, and the community.

The data collection techniquw in this study used the observation method. Next using an interview technique, which is an interaction or question and answer between the interviewer and the interviews sources, feelings, desires and other things needed to complate the research objectives, where at this stage interviews were conducted directly with selectes informants and using an interview guide that contains the necessary structured question. The last one is documentation technique is a process carried out to obtain data

and informant during activities in progress, this is done through the files owned by the informants.

The first data analysis technique used data collection starting from the data at the time of observation, data from interviews and also various documents that researchers go from informant. Additional data sources (Meleong, 2018). The second analysis technique is data reduction which is an activity of summarizing gand selecting the main things and focusing on the values og togetherness and *gotong royong* (team work) in the traditional flying duce race. The three presentations are activities when a collection of informan is compiled and allows for conclusion to be drawn and take action, in this case data presentation is done through descriptive. The last drawing conclusions obtained from following stages achieve the objectives of research

DISCUSSION

The people of luhak 50 (Limapuluh Kota Regency and Payakumbuh City) have jobs as farmers and herders of ducks, one of the people who herds their ducks sees several ducks moving from one field to another by flying. Then, the flying duck is marked and confirmed again whether it can really fly. After knowing that the ducks can fly, one of the residents told his friends at the *lapau (warung)*, and from there, the people started looking for ducks that could

fly as entertainment for farmers, but over time this Duck Flying race activity developed into a competition between residents that aims to be a gathering place between communities and also as a game for nagari children. This tradition continues to grow where the Duck Flying Race is not carried out in a pond or in a river but is flown on the highway (race) by flying ducks into the air towards the finish line. The ducks used have certain characteristics such as small duck heads, high eyes, large nostrils and have the same colour of beak and feet.

The purpose and benefits of implementing the Flying Duck Race as a place to build the character of Nagari children who uphold the values of friendship, togetherness and *gotong royong* (team work) as well as the spirit of maintaining regional traditions. Another benefit and goal is to improve the economic welfare of the community by increasing the selling price of ducks. The Duck Flying Race is also a tourism asset and opens up new jobs as well as increases the population of ducks and increases people's knowledge and skills in raising ducks. The norms and values contained in the Flying Duck race tradition are the values of honesty and sportsmanship, more than that, the Flying Duck race tradition also fosters a spirit of togetherness and kinship and a sense of unity while still holding fast to the norms that apply in Minangkabau customs. The

value of togetherness in Minangkabau society is derived from the characteristics of the community through shared ownership. The term together crew which means family, tribe, clan, Sungari or village, countrymen, etc., is used to refer to every person or every individual or group (Bungsu Ladiva et al., 2018). The spirit of sincerity, readiness, tolerance, and trust is the basis of *gotong royong* (team work). In the principle of *gotong royong* (team work), awareness of physical and spiritual work is produced by collaborative effort or work which includes improvement, awareness, and mental attitude towards cooperation as a complement and enrichment of life (Tukiran., 2012).

According to (Afryanto, 2013) the value of togetherness lies in three things: having the value of humility that can be understood, not prioritizing self-interest, and vain appreciation. A humble person finds no personal pride, and a humble person does not consider himself to be better than others. Togetherness has the value of service, meaning that it is not selfish but considers the common interest. Furthermore, togetherness has a value of thought which means that togetherness there are various characters from each different individual, as well as different perspectives and ways of thinking, but that does not prevent someone from having service values. The values of togetherness and *gotong royong* (team work)

also include the values of Pancasila, which must be used as the basis for developing the global insight of the younger generation so that Pancasila is not only spoken but also practiced in everyday life (Eddison, 2021). This is reflected in the application of the spur tabang itiak tradition by the residents, where culturally, the thoughts and values of Pancasila are rooted in the culture of the Indonesian people (Kaelan, 2004).

The preparatory or pre-implementation stage in the Race Terbang Duk tradition begins with the formation of an organizing committee for the Race Terbang Dutik tradition from Reinbond (the parent organization) which is responsible for gathering Porti Luak Limapuluh for a meeting. After an invitation or notification from Reinbond to Porti Luak Limapuluh about the activities of the Flying Duck Race that will be carried out, then each Porti will then notify each race for the formation of an implementing committee in each race. The value of togetherness that has the value of thought (Afryanto, 2013) is in the Race Terbang Itik tradition at the stage of the committee meeting with Porti, which is reflected when holding meetings at the mosque or at the traditional hall, where the community, race administrators and youth will unite to participate in the pre-implementation stage. We also attend together to convey our aspirations or ideas to make the Flying Ducks Race event

successful and everyone has the right to participate in this committee meeting because this committee meeting is familial and emphasizes unity and responsibility.

The collective attitude is based on the belief that working together to solve problems is always better than working alone, that complex problems that are not based on one discipline can be solved, and that multi-complex development problems, in particular, must be solved. approached in an inter and multidisciplinary and cross-sectoral manner (Erawati et al., 2017). Not only that, UNESCO Learning to live together in the context of the value of togetherness suggests several main aspects, namely respect, kindness, justice, and responsibility (UNESCO Principal Regional Office for Asia and the Pacific, 1998). The meeting for the election of the chief executive of the Flying Duck tradition was carried out by consensus and was never carried out with a voting system or voting if there were several candidates who wanted to be the chief executive, this is because we all prioritize elections based on deliberation first and also the principle of sincerity and those who Generally, the chief executive of the tradition in each race is the head of the race itself by mutual agreement. *Gotong royong* (team work) is a reciprocal balance between individual demands or interests and the demands of society, because human life, especially

among the Indonesian people, finds its integrity in relationships with others. This is well exemplified by the deliberation system to reach consensus in solving each problem, thus avoiding individual confrontation (Dewantara, 2017). As a result, the committee debate stages in the development of the Flying Duck Race tradition were carried out collectively, resulting in harmony and the realization of family values.

The stages of cleaning the race for the Flying Duck Race take place in a mutual and voluntary manner. According to (Sudrajat, 2014) gotong royong is a kind of social solidarity that is formed as a result of support from other parties, for personal and group goals, so that every citizen of one unit has a loyal attitude. The cleaned pavilion will be used for the Duck Flying Race, and banners and banners are also installed voluntarily, which reflects the concept of unity and has service value (Afyanto, 2013). The committee also has an arena post called rumah bulek (round house) in race which functions as a complaint post or a place for resolving disputes if they arise during the activity. The attitude of the committee and the community who help each other when there is a problem is an example of the application of the second principle of Pancasila. This shows that humans cannot

be separated from interactions with fellow humans (Irfan, 2017).

Flying Duce Race is the latest study in solving cases to see and find the values of togetherness and gotong royong (team work) in society. The novelty of information explained that in this tradition there is an embodiment of the values of Pancasila, especially the third precept. The implementation of the Flying Duck Race began with an official opening by the Regent of Limapuluh Kota or the Mayor of Payakumbuh and was attended by relevant agencies and attended by traditional leaders and other community leaders. During the Flying Duck Race, the people who will participate in Flying Ducks will pay a certain amount of money to register which money will be used for the common good wisely. Working together to pay for registration inserts is mutually beneficial, and completing a job faster because it is done together can foster an attitude of volunteerism to help and kinship between communities, as well as foster a very good culture to foster, which can foster an attitude of volunteerism, please help, togetherness, and kinship between communities (Susanti & Rosaliza, 2020).

The positive value of gotong royong (Unayah, 2017) shows that gotong royong reflects the increasing cohesiveness of society. With *gotong royong* (team work), the community wants to work together to

help others or create facilities that can be used together, and this gotong royong (team work) will foster unity among the community, so that the community becomes stronger and more prepared to face the challenges that arise. In addition, sincere cooperation teaches everyone to be selfless. In *gotong royong* (team work), sacrifice can take various forms, ranging from time, energy, thoughts, and money. All these sacrifices were made for the greater benefit. People who are willing to make personal sacrifices to serve others because gotong royong (team work) is a good thing. In addition, they are self-sacrificing in an environment where *gotong royong* (team work) teaches everyone to make sacrifices. Sacrifice can take various forms in *gotong royong* (team work), including time, energy, thoughts, and money. All these sacrifices were made in the name of the greater good. No matter how small a person's contribution in gotong royong (team work), it always provides benefits for others. The implementation of the Duck Flying Race tradition will be started by the starter (start line officer), where the starter will start when the white light is turned on for security, this aims to ensure that the field used is safe from motorcyclists and when it is safe the ducks will be flown from the line. Star to the finish line.

This implementation stage star from the janang (screamer) informing that the

event will start immediately after the registration session, after the ducks are registered, the ducks will have a beak number. In this judging system, the jury must be observant and responsive to see whose ducks reach the finish line first, then it is the winner and for example there is a problem in the judging where this is because of the large audience so that there is a wrong catch, it is resolved together and for participants who object or want to protest, they must present witnesses . Togetherness has a service value reflected when the jury who worked on this implementation were not paid or worked independently.

The post-implementation stage is the final stage of the implementation of the Duck Flying Race tradition, which includes activities such as cleaning the arena after the competition, evaluation activities, and stages to keep the Flying Duck Race tradition alive. When the evaluation is carried out together in one place as a reflection in the application of the Race Terbang Itik tradition, togetherness has a value that is expressed. Not only that, during the evaluation, any problems or benefits will be assessed and incorporated into the next year's plan. In this evaluation it was found that the implementation committee would need a larger race place and also need funding, from the government.

The evaluation is carried out together in a place where at the time of the evaluation all interested parties such as the community and also the committee will be together to evaluate matters related to its implementation whether there are deficiencies or improvements for the future or regarding goods borrowed or rented must returned again. Migrant communities also play a role in helping and preserving the tradition of the duck flying runway, this is due to the high sense of unity among the nomads so that they form an association or association of overseas people and there they allocate funds for traditional activities in their hometown such as Tradition. Flying Duce Race, and the assistance provided is in the form of money. Pancasila is also a unifying tool for the nation, as seen in the existence of a harmonious life based on togetherness, mutual love, a strong sense of solidarity, and the concept of *gotong royong* (team work) which is always maintained in the tradition of Race Terbang Dutik (Adha, 2015).

CONCLUSION

This study of the flying duce race tradition shows that it is carried out with values of togetherness and *gotong royong* (team work). In the tradition of flying duce race, the pre-implementation stage includes notification and consensus deliberation, as well as *gotong royong* (team work) in preparing race spur and

put up banners and the last is the promotion of the implementation of the flying duce race. Stage implementation begin with the registration of ducks, followed by the opening of the event, implementation, and judging, then finally the announcement of the winners and awarding of prizes. Togetherness has value services at the implementation of the flying duck race tradition. Post-tradition stages the flying duce race start with clearing the algae. The value of togetherness and *gotong royong* (team work) in flying duce race tradition has the value of humility which is reflected in the evaluation carried out together in one place regardless of status, age, division and race. Flying duce race tradition can increase people's knowledge about regional culture and instill a sense of sportsmanship, cooperation, and solidary as well as sense of unity

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The Effect of Civics Learning on Self-Control for Fifth Grade Students at SDN 118 Matajang, Camba District, Maros Regency

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Abstract. The main problem in this study is whether Civics learning influences the Self Control of fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency. This type of research is ex post facto research with quantitative methods. This study aims to determine the effect of Civics learning on the Self Control of the fifth-grade students of SDN 118 Matajang, Camba District, Maros Regency, amounting to 38 people. The research instruments used to collect data were Observation, Documentation, Questionnaire, and Test. The results showed that the data were analyzed using descriptive, correlation, and the Coefficient of Determination Test. Data were analyzed using the technique. Descriptive statistical analysis found that the pretest's average value (mean) was 66.18 and was in a low category, namely 53. While the average (mean) of the post-test was 90.11 and was in the high category, namely 95. In correlation analysis using Correlation Coefficient Interpretation, it can be seen that the correlation of the two variables is in a Strong category because the value of T Count 0.616 is greater than the r-table 0.329 at a significant level of 5%. For the Coefficient of Determination test, the coefficient of determination is 0.379, which means Civics Learning affects Self-Control, which is 37.9%. Then obtained Tcount > Table or 0.616 > 0.329 so it can be concluded that the proposed hypothesis is accepted (Ha). This means that Civics learning affects the Self Control of students at SDN 118 Matajang, Camba District, Maros Regency.

Keywords: Civics Learning; Self Control

INTRODUCTION

As a state of law, Indonesia has a strong legal basis in requiring all its people to take education. Article 31 Paragraph (1) of the 1945 Constitution states that every citizen has the right to education. The obligation to take this education is carried out to achieve the national education goal for Indonesia, namely the nation's intellectual life (Marzuki, 2017). Education that educates the life of the nation, of course, education that can make humans have self-quality so that they can maintain their lives in competition in this global era.

Education is believed to be the center of the human resource development of a nation. Education is also required to shape the personality of students. A good student's personality will affect their process of acquiring knowledge and experience. However, the reality of education today shows that students' personality has not been able to influence their learning process significantly. Education that functions to develop abilities and shape students' personalities has not been carried out optimally and still needs improvement. So that individuals can develop themselves in a well-directed manner is that education can

guide students to control themselves and express themselves appropriately.

Self-control is the ability to compose, guide, regulate and direct the personality or form of behavior that can lead to positive consequences (Aroma & Sumara, 2012). Self-control is one of the potentials that individuals can develop and use during life processes, including in dealing with conditions in the surrounding environment. The ability to control oneself means that individuals try to behave positively towards something useful and socially acceptable (Arumsari, 2016). So, self-control is one of the abilities that students must possess, because with good self-control, the behavior of students will be more positively directed, but this ability is not formed just like that, but must go through processes in life,

According to (Nurhasanah & Sobandi, 2016), learning is a business process carried out by a person to obtain a new behavior change as a whole due to his experience in interaction with his environment. Learning is closely related to learning outcomes because we will know learning outcomes by studying and through test tests. A person's learning outcomes are often not immediately visible without the person doing something to demonstrate the abilities they have acquired through learning. However, because learning outcomes are changes that cause humans to change in their attitudes and behavior. Many disturbances and difficulties in behavior stem

from a lack of self-control (Lestari, 2015). So Self-control or self-control is closely related to learning outcomes.

Subjects that are closely related to self-control are Citizenship Education. The subject of Citizenship Education (PKn) aims to cultivate student behavior to adapt to society and apply good behavior. Citizenship Education in the Ministry of National Education (Winataputra, 2016) aims for students to have the following abilities: 1. Think critically, rationally, and creatively in responding to issues of citizenship; 2. Participate actively, responsibly, and act intelligently in social, national, state, and anti-corruption activities; 3. Develop positively and democratically to shape oneself based on the characteristics of the Indonesian people so that they can live together with other nations; 4. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Gottfredson and Hirschi (Aroma & Suminar, 2012) states that individuals who have low self-control tend to act impulsively, prefer simple tasks and involve physical abilities, are selfish, like to take risks, and easily lose emotional control because they are easily frustrated. So that individuals with these characteristics will tend to do something more deviant in learning than those with a high level of self-control (Sentana & Kumala, 2017). There is a human

tendency in children to behave at will, against the rules, disobey parents, lazy to study, cheating, and not doing homework. These can be overcome with good self-control (Astuti & Nurmalita, 2014). In general, individuals with high self-control will use time appropriately, leading to better behavior, so students feel they are obligated to take part in learning. If they have high self-control, they can guide, direct and regulate behavior. Self-control is an essential point in creating a pleasant learning atmosphere.

Based on initial observations on Saturday, April 1, 2021, interviews were conducted at SDN 118 Matajang, Camba District, Maros Regency, with teachers at the school.

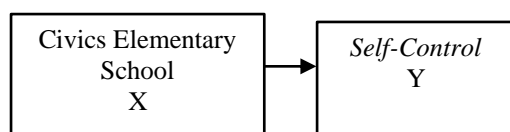
Related to relevant research (Gina Rosarina, Ali Sudin, 2016), based on the findings and discussion, it can be recommended that in addition to the interviews, observations were also carried out in the classroom. It can be seen from some classes that have been made initial observations the conditions of some classes are not yet conducive. This is because there are still students walking here and there. During group discussions, there are still students who do not mingle with their group friends, and there are students who come in and out of class when the teacher explains. The teacher has applied good discipline, but students still violate the teaching and learning process.

Based on the above background about relevant research, namely: blocker classroom management in improving the effectiveness of the teaching and learning process is the teacher factor (Erwinsyah, 2017), there are still students who have not been able to develop their potential, namely self-control related to all teaching and learning processes, especially about Citizenship Education subjects which aim to cultivate student behavior to adapt with the community and adopt good behavior. Because of the importance of this study to determine the effect of Civics learning on students' self-control, the authors were encouraged to conduct a study entitled "The Effect of Civics Learning on Self-Control of Class V Students at SDN 118 Matajang, Camba District, Maros Regency".

RESEARCH METHODS

This research was ex post facto research using quantitative methods. Quantitative research methods, according to (Fitriani & Alasi, 2020), were research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques were generally carried out randomly, data collection used research instruments, and data analysis was quantitative/statistical to test the hypothesis that had been applied.

The research design was described as follows:



The research location was SDN 118 Matajang, located at Matajang Hamlet. Timpuseng, Camba District, Maros Regency, South Sulawesi Province.

The research time required was within a period of 4 months, namely the period from March to July 2021.

The relationship or relationship between these two keywords had been disclosed in the title of this thesis regarding the population in this study, all students from grade I to grade VI SDN 118 Matajang, Camba District, Maros Regency. Based on data obtained from the potential boards in 2020-2021 (even semesters), the total number of students was 143.

So the number of samples in this study were all students of class V SDN 118 Matajang, Camba District, Maros Regency, totaling 38 students. The researcher chose fifth-grade students as research samples because of the problems that arose, namely the lack of self-control or self-control in fifth-grade elementary school students, resulting in student learning outcomes.

According to (Riski Amaliyah, 2015), Definition Operation was a determination constructor of the trait to be studied so that it became a measurable variable. The operational definition was also related to education, which was the overall learning

experience of every person throughout his life, which took place not within a specific age limit but lasts throughout life from birth to death.

The cause variable in this study was Civics Education for Elementary School (X). Learning Civics for Elementary School, which was intended in this study, was one of the main subjects that were taken by elementary school students (SD). The main objective of Civics subjects in elementary schools was to focus on the formation of intelligent, skilled, and characterized Indonesian citizens.

In the study, the dependent variable was Self-Control or self-control (Y). The self-control intended in this study was the effort of each student to control or self-regulate both behavior and emotions in a positive direction by fifth-grade students at SDN 118 Matajang, Camba District. Maros Regency in 2021.

(Mania, 2008) suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. In this observation, researchers observed how the influence of facilities and facilities directly affected student learning outcomes. Then collected, data related to student responses to self-control or self-control in Civics learning class V SDN 118 from both the teacher and

the students themselves. It was hoped that with this observation technique, researchers observed directly, and then the data results from observations were confirmed again with interview techniques. That way, researchers got data, both by observing directly and listening.

According to (Dewi, 2020), "Documentation is looking for and collecting data on things in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas and so on." Documentation was used to obtain data on the number of Class V students and the value of Civics learning outcomes that were on the list of grades for Class V teachers at SDN 118 Matajang, Camba District, Maros Regency.

Questionnaire of the effect of self-control on the learning outcomes of Civics for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency, totaling 25 items.

The test was in the form of questions to measure Civics learning outcomes for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency.

The authors used data collection techniques, namely questionnaires or questionnaires, to obtain the necessary data. According to (Mulyadi, 2011), "Questionnaires or questionnaires are written statements that are used to obtain information from respondents in terms of

personal reports or things they know." This questionnaire or questionnaire was one of the primary data collection techniques in a quantitative approach that served as an ingredient in conducting data analysis, both descriptive statistical data and inferential statistical data. The questionnaire distribution was given to a predetermined sample, namely all fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency.

The data analysis used was validity, reliability, and hypothesis testing. According to (Hapnes Toba, 2009), "Data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and where to formulate working hypotheses as suggested by the data." Associated with relevant research, data analysis was a method used to find out how to describe data, data relationships, data semantics, and data boundaries that existed in an information system.

DISCUSSION

Based on the results of observations made on fifth grade students at SDN 118 Matajang, Camba District, Maros Regency.

Test Results

No.	Sample Code	Pretest	Posttest
I	II	III	IV
1	ARB	55	89
2	DYPL	69	90
3	DD	70	90
4	GS	74	89
5	JRA	81	95

6	KRM	60	90
7	MAA	85	95
8	MKN	70	90
9	MR	70	90
10	MRS	65	90
11	N	65	89
12	PMY	69	95
13	RP	60	85
14	SD	59	86
15	ADC	70	89
16	A A	72	95
17	AF	69	88
18	BCH	69	80
19	CAR	60	90
20	DAL	70	95
21	GJE	66	89
22	MJ	70	95
23	SS	66	89
24	ZR	60	80
25	NS	72	90
26	MA	70	95
27	NC	53	80
28	MAA	60	85
29	MF	62	80
30	MM	60	95
31	YOUR	72	92
32	AP	60	95
33	PRE	65	95
34	US	60	90
35	MNA	70	95
36	AF	72	95
37	AZ	55	90
38	SA	70	95

Based on the table above, it is known that there are 38 samples of data from the pretest results of Civics learning for students with a maximum score of 85 and a minimum score of 53. The range value is the difference between the maximum value and the minimum value, which is 32. The table also shows the average score (mean).) 66.18 with a standard deviation of 6.935, it can be said that the data is spread around the mean value.

If the Civics learning scores are grouped into five categories, the frequency distribution and the percentage of pretest scores are obtained, it is known that there are

no students in the very low, low category. For the low category, there is one student (2.63%). For the medium category, there are 21 students (55.26%). For the high category, there are 15 students (39.47%), and for the very high category, there is only one student (2.63%). Based on the table of statistical values, it is known that the mean value of 66.18 is in the medium category, and in the table of the highest frequency category, which is 21 or 55.26% of the total sample, is also in the medium category. So based on this, it can be concluded that, in general, Civics learning for students is in the medium category.

The results of descriptive analysis related to scoresposttestStudents' Civics learning, it is known that there are 38 samples of data from the pretest results of student Civics learning with a maximum score of 95 and a minimum value of 80. The range value is the difference between the maximum and minimum values of 15. The table also shows the average score (mean). 90.11 with a standard deviation of 4.666, it can be said that the data is spread around the mean value.

Suppose the Civics learning scores are grouped into 5 categories. In that case, the frequency and percentage distribution of the pretest scores are obtained. It is known that no students are in the very low category, low category, and medium category. For the high category, there are four students (10.52 %), and for the very high category, there are 34

students (89.47 %). Based on the table of statistical values, it is known that the mean value of 90.11 is in the high category. In the table, the highest frequency category is 34, or 89.47% of the total sample is also in the high category. So based on this, it can be concluded that, in general, Civics learning for students is in the high category.

Questionnaire Test Results

The validity test in this study was conducted on 38 respondents. After donetestThe validity of the Civics Learning instrument is known that of the 30 questions given, there are 25 valid and five invalid questions.

After conducting a validity test on the instrument, perform a reliability test. The results of the data can be said to be reliable if the alpha value criteria > 0.60 . Based on the calculations that have been done, the alpha coefficient is 0.881. Thus, an instrument with an alpha coefficient of 0.881 greater than 0.60 means the data is reliable.

Hypothesis testing

Correlation analysis was carried out to determine whether or not there was a correlation between the independent variable (civics learning) and the dependent variable (self-control). Correlation analysis can be calculated using the Pearson Product Moment formula. From these data, it is found that the correlation coefficient between Civics Learning (X) and Self-Control (Y) is

$(r) = 0.616$ with a significance of 0.000. Based on the decision criteria above, it can be concluded that the correlation of the two variables is in a Strong category because the Thining value of 0.616 is greater than t-table 0.329 at a significant level of 5%.

The coefficient of determination in simple regression determines how much influence Civics Learning (X) and Self-Control (Y) have. From the results of these calculations, the coefficient of determination (R Square) is 0.379, which means Civics Learning (X) affects Self-Control (Y), which is 37.9%, which is influenced by other variables not examined in this study.

This study aimed to determine the effect of Civics Learning on the Self-Control of fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency. To find out the discussion in more detail, it can be seen from several phases of discussion, namely as follows:

In the process of implementing the research, it will discuss the state of the sample class to be studied, namely class V using a questionnaire based on indicators of the relationship between self-control totaling 25 statements or questions. The relationship between the research results obtained with the results of previous studies ([Chasanah, 2021](#)) determines self-control seen from the level of children's learning achievement. The purpose of using a questionnaire based on indicators of the effect of self-control as a

strategy to determine student learning outcomes for Civics. Implementing this research was carried out in class V in 6 days. At the beginning of the research, the researcher started the lesson by reading prayers and recording student attendance. Besides that, in the beginning, The researcher meeting provided information about the objectives of the learning implementation before distributing the questionnaire. It conveyed that during the process of filling out the questionnaire, students were expected to be able to complete filling out the questionnaire correctly. Namely, the student chose only one option from the five options provided by the researcher in the questionnaire and conveyed the results of the questionnaire self-control indicator. Furthermore, the researcher acts as a teacher and teaches using a questionnaire. In the learning process, students are allowed to ask questions about statements that are not understood. At the end of the lesson, the researcher conveyed to the students that before giving the results of the questionnaire to the homeroom teacher as one of the factors supporting student learning outcomes,

The results of this study are the proposed hypothesis is accepted (H_a) because t count is more significant than t table at 5% significance (0.616 > 0.329). Self-control is indeed an enormous influence on student learning outcomes. As for the differences with the results of previous

research, emotional stability is prioritized in the process of teaching and learning activities because it greatly influences other students (Ahmad, 2021). Furthermore, further calculations were carried out to get how much of the contribution between Civics learning and self-control by calculating the coefficient of determination; it was found that the contribution of Civics learning to self-control was 37.9%, while other variables influenced the rest. If students cannot control their emotions, it will impact the learning process in the classroom and affect the child's learning outcomes. So,

This research is in line with that conducted by (Zamani, 2022) with the thesis title "The Effect of Emotional Intelligence and Self-Control on Aggressive Behavior and PAI Learning Achievement of Students in State Vocational High School 6 Malang". The results showed a positive and significant relationship between self-control and student achievement. Another study (Muhibbin et al., 2021) was conducted under the title "Implementation of Audio Visual Media to Improve Students' Critical Thinking Using the Point Counterpoint Strategy." The results of this study indicate that students' self-control attitudes can be increased through Civics learning based on point-counterpoint type active learning. This research implies that students' self-control attitudes can be increased through Civics learning.

CONCLUSION

Based on the results of the research and discussion, it was concluded that the effect of Civics Learning on self-control for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency was using the product moment correlation formula. The calculated r number is greater than the r table at 5% significance ($0.616 > 0.329$). Thus the alternative hypothesis (H_a) is accepted because there is a significant influence between Civics learning on Self-Control for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency. The author considers it necessary to convey some suggestions that are expected to be useful for readers or future researchers. What is meant is as follows for teachers, providing information or input about the importance of self-control on student learning outcomes. For parents, provide information or input about the importance of self-control towards children at home. For researchers, increasing the knowledge and insight of researchers about the importance of self-control in Civics learning.

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The Role of Buzzers in Social Media in Guiding Public Opinion Regarding Political Choices

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Abstract. The use of social media platforms by various groups has made Buzzer known to social media users. The existence of a buzzer with all its advantages and disadvantages has become a phenomenon. The buzzer was originally just a person/individual who sells or/or services (product marketing), after that it was converted and used as a tool of power/authority holder (propaganda tool) to encourage and lead public opinion for certain purposes and people's political choices. Apart from this phenomenon, this study is intended to describe the contribution of the buzzer in the formation of people's views on social media. This study was carried out using a literature review research method that can support the text analysis method. From this study, it was found that the buzzer has a relevant contribution to the formation of public views on social media. At the same time in the creation and management of content or issues, the buzzer has a structured work hierarchy. Therefore, in responding to the presence of a buzzer, it should be viewed wisely. The conclusion is buzzer work does not run spontaneously, and cannot be separated from the wants and needs of a definite group.

Keywords: *Buzzer; Social Media; Political Choice*

INTRODUCTION

The development of technology in Indonesia today has brought so many changes, changing the way people live and even changing existing norms. The presence of social media also affects people's lives in social relationships. The use of social media in Indonesia is also increasing from time to time. This can be seen in the growth and development of social media users in terms of the needs of young people and people in general from various backgrounds and backgrounds of the general public regardless of age, gender, education, occupation or social

status. Indonesia has 175.4 million internet users, according to the latest findings and figures released by We are Social Hootsuite in January 2020. This is an increase compared to the previous year, when the country had 17% or around 25 million internet users converted ([Faulina et al., 2021](#)).

If it is calculated from the total population of Indonesia as much as 272.1 million, it means that 64% or part of the citizens have access to social media. Then also mentioned the percentage of Net from the age of 16 to 64 years using various kinds of information technology. 96% of mobile phone

users, 94% smartphone, 21% non-smartphone, 66% laptop or desktop, 23% tablet, 16% game console, and 5.1% virtual reality device. Of the total, 338.2 million people in Indonesia have mobile phones, of which out of 160 million, half are active users of social media (Faulina et al., 2021) (Rachman et al., 2022). Further explained, the various applications or internet functions that are very commonly used are YouTube, WhatsApp, Facebook, Instagram, Twitter, Line, FB Messenger, LinkedIn, Pinterest, We Chat, Snapchat, Skype, Tik Tok, Tumblr, Reddit, and Sina Weibo.

The existence of new functions in this digital application will gradually lead to various facts of events due to the presence of social media itself. In this context, one of the phenomena that is also present in social media today is the presence of the term buzzer in the scope of social media users. According to the findings of (Wasisto Raharjo Jati, 2016) and (Dewantara & Nurgiansah, 2021b) in "Middle-level activities using social media: the presence of volunteers in the 2014 election", buzzers/buzzers are part of the key players involved in building opinions about personal political choices. Another case can be seen in the dismantling of Buka's desperate hashtag ahead of the 2019 election, which stems from a post on Twitter by Buka's CEO Ahmad Zaki as the "new president." There was an immediate response from the categorical community who used the Twitter application and buzzer. They attacked the leader of

BukaLapak with various "tweets" that chased him.

The criticism from Twitter users at that time also urged Ahmed Zaki to make peace by meeting President Jokowi at the palace. In addition, Buzzer is involved when rebuilding the news. So it often creates hoaxes (fake news). This can be seen from the various topics conveyed by the regional head of the DKI Jakarta province, Anies Baswedan, regarding flooding in the capital city of Jakarta in 2020. If we examine and analyze, of course this flood occurs for various reasons. However, what is described as a flood is the Governor of DKI Jakarta Anies Baswedan. However, in some contexts, the buzzer at that time indicated that the flooding in DKI Jakarta was a form of the Anis government's failure to prevent and control repeated floods. So slowly, you can blame Anies for what the buzzer said about the flood problem in Jakarta. Continuing dissemination of content during floods will certainly change public perception that flooding is an expression of Anis' failure as Governor of DKI Jakarta Province.

From this we can see that the word buzzer has developed into a political sphere known as the "buzzer Rp" politics, which is used to create a false view with negative goals, so that the buzzer is called As is not surprising. Part of the noise or noise propagation in public relations, the formation of public opinion is related to the existence of the government and the political choices of the people.

RESEARCH METHODS

This study uses a literature review method that can assist the method of writing analysis. Literature review is a series of activities related to methods in the process of accumulating library data, reading, taking notes, and managing subjects and objects of study (Zed, 2008) (Putra et al., 2022). Sources of research are literature reviews, published scientific articles, scientific articles containing the definitions studied, and website references that are searched on the internet. The method of data analysis in this study uses a descriptive approach that combines theoretical study subjects. This study is a combination of the latest research with previous research and future developments.

DISCUSSION

Buzzer Role Shift

Buzzer literally means a device that emits a loud sound to attract attention. The word buzzer originally came from English which means bell, bell or alarm, while in the Oxford dictionary a buzzer is an electronic device used to transmit a signal or signal. In simple terms, we can define a buzzer as an individual or group which acts as a creator of words/topics that are discussed by netizens in the brain or virtual world (Juditha, 2019) (Arif Prasetyo et al., 2022). Similarly, in the Twitter world, a buzzer means an influential account, an enthusiastic following with frequent

retweets, positive interaction with followers, and of course, lots of followers (Abi, 2013).

Buzzer coincided with the birth of Twitter in 2009, according to a study by the Center for Innovation Policy and Governance (CIPG). Initially, the buzzer developed into a marketing tactic used in marketing a product and expanding the name of a selling product. However, the use of buzzers shifted in 2012, when Jokowi and his wife used social media groups to encourage speeches or any political issue. So buzzer campaigns also address issues of public interest. In terms of type, there are two types of buzzers, namely voluntary buzzers and on-demand buzzers (Mustika, 2019). Political parties often need a buzzer to be able to influence or create political issues to win general elections such as regional head elections, presidential elections and others (Kumparan News, 2018).

In this case, the buzzer is one of the determinants of the success of a candidate for governor of a district/city in the election process. hate speech attacks). Meanwhile, the buzzer group also defended one of the candidate pairs it supported, and buzzer was originally a neutral word. As part of the marketing plan included by the company, social media expert Ismail Fahmi even explained that there is a link between buzzer campaigns and PR tasks (Lokadata 2019), and this is because the presence of buzzers is closely related through the composition, management and presentation of messages.

What started as neutral also underwent further changes and developments.

According to psychology. These changes and changes are essentially the result of resistance caused by political resistance. Not only buzzers, but strong supporters who spontaneously build groups. Several Election Buzzers in One Election The past decade has shown that the ability of an election buzzer can affect voter turnout. Political parties and politicians strongly believe in the buzzer's inner ability and sympathy to attract public concern and interest, even its presence can gradually change the way of life and the joints of people's lives. The presence of a buzzer can also change the perception of technology (new media/internet), the characteristics of various platforms on existing social media, the existence and role of netizens (citizens) in cyberspace is no longer seen as usual.

This is because the buzzer's ability to handle messaging can spread on a large scale, because it is supported by hundreds to thousands of accounts that can be used spontaneously at the same time. If buzzer activity is more profitable, the account has a lot of followers. But not all, because there are also accounts with very few followers, some with none at all. In addition, there are 9 accounts from buzzer which are carried out by technology (not from real accounts) or commonly known as bot accounts. This

fake buzzer account was referenced in the October 8, 2019 issue of Tech a Look news (Umah 2019).

The impression shows that Buzzer uses multiple account types, including 80% bot accounts, 11% bot accounts, 7% pirated accounts, and 87% human accounts. The existence of secondhand accounts and messages that attract public attention also allows buzzer campaigns to spread quickly. The information conveyed often contains news in bad and obnoxious language which can lead to the failure of the party. Often the buzzer message is to justify the wrong or accuse the right. And indirectly, they also influence people to see things the way they want. The subsequent Tech a Look incident also revealed that buzzers were systematically and systematically targeting manipulation, spreading hoaxes and propaganda. This includes the desire to overthrow political opponents/oppositions, make people support/against state authorities or parties, and create dissension among members of society.

Because that's what makes the definition of buzzer and its objective character change. Initially, the campaign aimed to build rapport, persuade, and spread good messages about people, goods and institutions. Now the buzzer is no longer purely marketing or marketing, but a political buzzer or what is known as a "spokesman" for many public issues. This is also inseparable from the increasing accessibility of innovative features on social

media, coupled with the high use of gadgets, and imperfect activity regulations. in the digital world, which also keeps the buzzer growing. They even tend to be given the freedom to influence (opinion) the public.

Activities *Buzzer* on Social Media

The emergence of social media, including Twitter and Instagram, is a medium that can be used via computers, has the potential to become a popular communication medium in this century (Zhao & Rosson, 2009). Twitter is a free facility that connects the blogging component of the internet network to socialize and deliver messages or comments to the public. As a medium of communication and information, Twitter allows users to quickly and instantly share content and convey information online. Twitter users can also create hashtags (#) by categorizing tweets based on specific topics or issues, and Twitter users can also retweet and comment on posted tweets. Besides Twitter, an application that is no less popular today is Instagram. Instagram users can upload or post photos to attract public attention by providing a caption. With the emergence of Twitter and Instagram applications, the development of social media is also used as a propaganda medium, where social media is certainly inseparable from expressions that often exist in social media such as Net citizens, influencers, followers, until the term buzzer appears.

The phenomenon of buzzer development is inseparable from new instruments, especially social media. The growth of social media is currently increasing and has good functions to launch a buzzer in carrying out various activities. For example, such as problems uploading posts, responses, sharing links/links to information, photos, videos or memes that imply a public issue. On the one hand, the article seems spontaneous and personal. However, in practice this is not always the case, because buzzer activities displayed on social media websites generally do not occur spontaneously.

Where before uploading a news, the *buzzer* is also assisted by other parties through a different division of labor. The *buzzer* starts when there is a request from a customer who wants to spread the news. Such as relating to the depiction of individuals, depictions of companies, product marketing or the preparation of certain news. After the news is approved to be distributed, then the information provider section will examine and accumulate facts that can be used to form a news story. After that, these facts will be checked again by the editor.

The findings of this research are then managed through simulacrum theory or simulation theory and media. This simulacrum theory ultimately makes a "playable" question to change people's perceptions or perceptions of symbols (signs) in reality rather than what actually happens. In addition, indirect posting

or buzzer activities are associated with various information sciences, such as journalism, drama, or dialogue. After the issue or news has been created, the editor is also responsible for the production stage and planning time to create the issue or content and distribute it on social media. Also, the final step for buzzers and influencers is to spread and discuss the issue at the appointed time

Then, with almost the same tactics as above, from social media expert Ismail Fahmi, Drone Emprit & Kernels Indonesia review ([CNN Indonesia Connected, 2020](#)), buzzer contribution /buzzer initially collects data such as conversation information shared by social media users. on social media releases. This talk is described with a focus on all the news that gets a response from the public media. After that, identify ways or designs to ask questions more broadly, which are expressed through writings, issues, cults, or memes. Buzzer campaigns occur by being marked by distributing news (share, post or tweet) to various web displays on social media. The news or message posted by the buzzer is reinforced or responded to by social media users. So much so that many of these can completely change public perceptions, thoughts, or opinions.

Buzzers can develop their own dynamic movements or patterns as they perform activities. One of them is a sporadic pattern, namely the spread of different content or sharing. Every buzzer has the freedom to

design and tell the problem. Second, the command mode focuses on the installation of similar news and the duration is determined and distributed synchronously. For example, on September 24, 2019, the case of the DKI Provincial

Government ambulance carrying stones during a demonstration. Activities or activities that are usually carried out by buzzers are activities of various structures. Based on the views of Kotler and Roberto ([Arnus, 2013](#)), movement is an activity organized for change agents with the aim of being able to obtain, improve certain ideas, traits, and behaviors. According to the respondent's information, the activities carried out by the buzzer are divided into three types or forms. First, the black movement aims to spread lies that lead to slander or accusations. Second, the negative method used by the group is to look for and communicate bad things to bring down the opponent or demean the opponent's character in public. Finally, positivity / positivity is designed to increase the goodness or positivity that exists in customers.

Furthermore, to specifically target positive campaigns, it is not only necessary to show customers something good/positive with online media, but customers need to maintain a good image through various activities that are the same in reality (offline) and in public. Sometimes the active movement is usually carried out by someone, especially a politician who is involved in political competition or

personal branding. After that, posts on social media web displays should show a picture of an increase, be it a positive or negative publicity campaign. Based on the content of the message sent, the strength of the post or title, and the number of public members (viewers) who viewed the post. The success of the campaign will definitely be useful for customers in achieving its success. In particular, if a campaign is launched that can influence the public, it can change their views/opinions and adopt the same attitude. After publishing and spreading well-known issues or content, the next role of the buzzer is to make it viral on all social media views.

Big Indonesian Dictionary says if the word virus means spreading quickly. The term is used to describe the rapid and large-scale dissemination of news and information in cyberspace. Another definition of a virus is that it can spread as fast as a virus. Basically, this viral word can create something or give someone unprecedented popularity, fame and fame. So making an issue or issue viral is an important obligation for the buzzer. More news that was initially said to be ordinary, but in the hands of a buzzer, news, events or something ordinary, can become something that people often talk about. Not just a discussion, but can lead to various things that can provoke different reactions from the public. Call it a political issue, supporting a dislike response, and finally a like or dislike,

leading to viral things that are constantly searched for, viewed, and shared.

Meanwhile, Ferdinand Futahan as Head of the Legal and Advocacy Division of the Democratic Party, said that the use of buzzers in politics is now very necessary. The founder of Ruang Sandi, a volunteer association supporting Sandiaga Uno, Dimas Akbar, said that political buzzers were used to create a good political image. He said that Luang Sandy had 2,500 buzzers to be able to promote Sandiaga's image to millennials. However, not all residents agree on this. Saidiman Ahmad, a Research & Consulting Researcher (SMRC) estimates that echoes/buzzers have no significant effect on voter attractiveness. This is because the Indonesian people who seek political information through social media are less important.

Saidyman said that only 20 percent of people in Jakarta get information through social media. In fact, Jakarta is a city that has the most social media users in Indonesia. Seiddiman said "If you only play on social media, the effect is actually small,". On the other hand, Seiddiman believes that political buzzer in social media is very influential if it aims to provide platform socialization to each candidate. The use of buzzers for political purposes can be detrimental, especially if the content presented is unfounded or causes substantial personal harm by providing mutually beneficial information that cannot necessarily be proven.

Therefore, the public needs to be wise in choosing and categorizing the information shared on social media. Because a lot of information is part of promoting some political interests. In the buzzer world, the term key opinion leader (KOL) is well known. KOLs are usually individuals, but have accounts with many followers, although they are usually slightly different. This KOL usually consists of influencers, celebrities, Youtubers, celebrities, etc. Buzzers often work virtually or online on social media. Although it is virtual, usually the buzzer is well organized and has very good skills. The operation of the buzzer is usually accompanied by the operation of KOL. In the success of a campaign that wants to have a massive impact, several KOLs with a large number of followers/followers and high engagement will be mobilized to voice the same opinion about something. Sometimes KOL will also use the same hashtag. After this KOL point of view came out, this is where the buzzer came into play, started to increase engagement from this KOL point of view so that it could become trending. In the end, many people were affected by this movement.

The Buzzer's Role in Forming Public Opinion on Political Choice

Basically in our daily life, the buzzer is often associated with the world of politics. Buzzers have indirectly become part of social media and are present in the midst of social media users. Buzzer can be understood as a

social media account figure both real and anonymous who shares, disseminates, campaigns for a discourse or content that is shared with influence so that it can attract public attention to become public opinion (Felicia & Loisa, 2019).

The use of buzzers on social media has a significant effect because it provides information for an interest. Through this understanding, buzzer can be said as an effort made to strengthen certain messages. Buzzers on social media aim to maintain messages or content through various forms of categories, which can be supporting (creating a good name), defensive (clarifying good names), injuring and damage the offensive image. The positive effect of the existence of this buzzer can be used by the public to carry out a correspondence strategy by attracting and attracting social media users to focus on certain information that is shared through the buzzer. Behind that, there is also a negative side to the existence of a buzzer, with the power and ability to process information on social media, the buzzer can be used by irresponsible parties for purposes that are not good or bad, the impact of which can be harmful to the community so that it can lead to public opinion. and can harm certain parties.

Buzzers or who are familiar with buzzers on social media currently still have a high position for politicians, this can be seen when visiting the 2019 presidential election. Both groups, namely the Joko Widodo-Ma'ruf

Amin camp and the Prabowo Subianto-Sandiaga Uno camp believe that buzzers can influence the public regarding political choices. Budiman Sudjatmiko, a PDI-P politician, explained that buzzers are very effective for political purposes if they have a large number of people, for example, only 2-3 thousand political buzzer accounts can influence one million voters in Indonesia through Twitter. So that persuasion to the masses is more effective, the owner of the buzzer account must also have a special method. One of them is to have complete voter data. Budiman said "active Twitter users are unique, because they can influence other users".

When the buzzer has accurate facts, buzzer users can adjust their communication methods or planned ways to influence the masses. For example, the masses must know a number of facts about the target such as the words commonly used, how their social life is, what provokes anger, and intensity. narcissistic (Arianto, 2020b). Meanwhile, Ferdinand Hutahaean, a Head of the Advocacy and Legal Division of the Democratic Party, considers the use of buzzers as a necessity in today's political space. Political buzzers will be more efficient if the issues expressed on social media are in accordance with the objectives. Therefore, they need to clearly know a certain community with a good communication system so that the topic is

appropriate (Dewantara & Nurgiansah, 2021a).

A Dimas Akbar, who is the initiator of Ruang Sandi - the volunteer community of Sandiaga Uno - also believes that a political buzzer is needed to shape a political image. He admits that Ruang Sandi has 2,500 buzzers to make Sandiaga's image more familiar with millennials. This segment is targeted because it amounts to 70-80 million or 30-40 percent of all voters. This figure is quite potential when compared to other voter segments.

In order for the buzzer approach to be efficient, Dimas claims that Ruang Sandi uses an innovative and creative scheme. Furthermore, Sandiaga's views are translated into a language that is suitable for the target segment. "So we can enter the substance, the content is suitable or suitable for young people," he said. But not everyone agrees on that. Saiful Mujani Research & Consulting (SMRC) researcher Saidiman Ahmad assesses that buzzers actually do not have a big influence in attracting voters in political contestation. It can be seen that the Indonesian people who seek information about politics through social media are still not very significant.

For example, in Jakarta, Saidiman said, only 20 percent of the public seek information about politics through social media. In fact, Jakarta is the city with the largest social media users in Indonesia (Dewantara et al., 2021). "If they only play on social media, the effect is

actually small," said Saidiman. According to him, the effort to influence voters is still bigger through mass media than using social media. Because people who seek information through television media in Jakarta have so far reached 55 percent. Not only that, most of the issues played on social media come from mass media. Meanwhile, Saidiman believes that political buzzers on social media are more influential if they are aimed at socializing the performance or platform of each candidate.

Buzzers in principle it doesn't end when the content/question becomes crowded. But the volume and power of the buzzer/democracy that is prioritized is what kind of news it creates to shape and lead people's views, which is easy to achieve, but there is also a chance that something will go viral. But, all of that will be achieved if it is designed or formulated by many people, or by a technical sophistication assistance. "The term is that even though the news has been viral by 2000 buzzer/buzzer account owners, it is not necessarily able to lead to public views or the general public (Rahayu Ramadani & Mifda Hilmiyah, 2019). Because in order to convey the views of the community, it is very necessary to have skilled personnel in turning data into facts. Not only the contribution of buzzers and the number of followers that are quite large, but they should have thoroughness and strong analysis in finding the latest topics from a news. So that the news can be created and discussed by the community and can lead

the public's views on the viral issue." (Alex Dess, Interview, 6 February 2020).

That sentence clearly shows that in guiding a society's view, insight is needed to observe the problems that develop in society, which side is very interesting. Because indirectly, the role of the buzzer actually depends on the public's interest in responding to or commenting on viral issues in the surrounding community based on their views and abilities (Yuliahari, 2016). This situation should be supported by the community's "sensitivity" to how the buzzer is used to view and understand the public's perception of the virus issue. And what Buzzer is like sparking curiosity by managing emotions into tantalizing questions based on people's wants and needs. The buzzer must also understand how to equate the virus problem and make an issue that looks like it is or turn it into a fake (Akmal & Irwansyah, 2020).

According to Anon (Anon 2019) (Dewantara & Nurgiansah, 2021c), an informant also explained that there are many cases where people can imagine how questions and The information produced by the buzzer can lead to a metamorphosis of public views and change public opinion broadly among the public. For example, we can see from cases that occurred in the community, including the case of PT Pos Indonesia which reportedly fell or went bankrupt in 2019. The information then grew following a warning by the Ninth Committee of the DPR RI which explained

that the company under the auspices of this BUMN had to take out a loan. money to pay employees. The issue was finally denied by Fajar Harry, Deputy for Operations and Media for Strategic Industries at the Ministry of State-Owned Enterprises, who said that PT Pos Indonesia's performance was still safe. In addition, in order to restore the good name and confidence of the company, PT Pos Indonesia also uses a buzzer service to control content in order to increase the good name of this BUMN. An aggressive campaign against this company by echoing the hashtags #kamibersamaPTPosIndonesia and the hashtags #PosIndonesiabergarak on Twitter and Facebook platforms. The labels created by Buzzer are intended to remind the public and guide public opinion, PT Pos Indonesia also provides many benefits to public life. Buzzer's uploads which were initiated contain many memories of users/netizens about the existence of PT Pos or the impressions they contributed to meeting when using PT Pos Indonesia's services. Meanwhile, PT Pos Indonesia has also undergone a restructuring that can improve its performance. For example, in addition to traditional forms of service, sending letters and goods, the company under the auspices of this BUMN currently also has digital facilities. Such as digital checking accounts, local expeditions both nationally and internationally, as well as Pos Pay which can facilitate the public in conducting transactions electronically. Examples are the method of

home loan transactions, transportation installments as well as for PLN transactions.

In addition, there is the hashtag #ThankKasihZaky, a hashtag that is also popular in the wider community, which was created by buzzers on social media. Whether on Twitter, Instagram, or Facebook. The purpose of the hashtag is to express public appreciation for Ahmad Zaky, who has resigned as leader of BukaLapak. Various tweets, headlines, and uploads were distributed by buzzers and social media users in recognition of Ahmad Zaky's performance, services, and contributions in building and advancing BukaLapak. Let the market be known by many people and become a choice for mass shopping (users). As can be seen from the examples that have been discussed, when the public or the public knows who they are dealing with, it will be easier for them to express their opinions and views. known, recognized or closely related to it. PT Pos Indonesia focuses on how its loyal customers continue to use the services of this BUMN and still choose PT Pos as the first choice. Considering the existence of PT Pos Indonesia which has been with the client for a long time. Although now there are many expedition services that use a more complex method or go digital.

BukaLapak also shows similar cases that invite sympathy from the public or their clients. Even before the 2019 election, Ahmad Zaky faced problems for his tweets about the

term "new president." Even so, BukaLapak has loyal customers. This movement intends to convey the views of the people that Ahmed Zaki has done for Indonesia with BukaLapak. The hashtag #ThankKasihZaky actually rose as a public conversation, bringing people back to BukaLapak. Customers misinterpreted the hashtag #UninstallBukaLapak (Rini, 2021).

On the other hand, the positive movement, the process of building public opinion as described above is also carried out through the negative movement or the black movement. Basically the two movements have almost the same form, which is intended to share bad effects and bring down other parties or rivals, for example "Red supports the PKI". At first glance, netizens will subconsciously think that the red party they are aiming for is PDI-P, because PDI-P is a party dominated by red flags and is currently in power. Thus, the public will think and think that the PDI-P is related to the PKI and communist ideology. Here it can be seen that the buzzer does not spontaneously form information or news that clearly and blatantly brings down the other party. But the buzzer uses an automatic announcement method that can attract people's emotions and views towards certain groups (Wazis, 2017).

Some examples are the role as Buzzer's main mission or as part of various forms of activity, Buzzer uses social media platforms to provide and share information prepared by Buzzer. The buzzer team often takes the time

to create content or design issues, aiming to defend the issue to attract public attention. Because buzzer posts can quickly make the public doubt what they already know or believe. What is believed is doubtful, and all lies are assumed to be true. In addition, the presence of buzzers on social media platforms can be easily identified from the accounts they follow or the people who follow them. Another interesting thing is that although the activities they carry out can be classified as buzzers, they actually tend to call themselves influencers. Because words like that are better than buzzers.

CONCLUSION

The buzzer is the result of the development of social media and technology as well as the use of gadgets in society. At the same time, the function and effect of the buzzer phenomenon is becoming more and more complex. Especially for national political competition. The existence of a buzzer which was originally attached to the field of marketing (product marketing) or public relations has actually developed into politics. Buzzer's missions are basically inseparable from the first, the campaign, and how Buzzer portrays clients or enemies as needed. Examples in this case can be seen in the form of positive movement, negative movement and black movement. Second, how the buzzer spreads and popularizes info on social media to focus people's attention. Third, buzzers also

play an important role in shaping public opinion or users of social media. Whether it's formulated through message features or intentionally shared by buzzers and structured through features available on social media. Like through the comments or feedback column. Activities carried out by buzzers can indirectly trigger or influence public perceptions and opinions on government performance, the existence of political parties, and can influence people's political choices.

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The Role of Digital Literacy is the Spread of Hoax on Instagram to Strengthen the Character of Unity

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Abstract. The purpose of this study is to describe understanding, perception, and problem solving for a non-medical student applying the digital literacy associated with responding to the hoax of Instagram. The study uses a qualitative approach with a theoretical design. It is often misused to disseminate information quickly but incorrectly. The research informant consists of the study program chairman, lecturer, and student elect using a sampling technique. The data-gathering techniques of this research use interviews, observation, and documentation. The validity test of data uses source triangulation and technical triangulation. Data analysis in this research uses analysis content. According to the study, non-government students have the ability to search out valid information and minimally disseminate hoax information that can lead to conflict. They claim the perception that digital literacy is important to strengthen unity in character. The application of digital literacy is important for finding the right news, making it easy to get the full information, and making a significant contribution to minimizing the spread of hoaxes in Instagram use, as well as an integral part in strengthening the character of unity, thus reducing the impact of the spread of hoax information that could divide the nation. At first glance, students have the digital literacy ability to respond to hoaxes by finding out the truth first though.

Keywords: *Digital Literacy; Character; Hoax; Instagram*

INTRODUCTION

The development of the Internet has brought humans into conditions where life's activities cannot be released from the use of digital technology. In this era, the Internet has become the most important human need (Wahidin, 2018). On the one hand, the Internet provides such conveniences as communication, purchasing, access to information, and access to entertainment. However, on the other hand, the Internet has positioned humans into institutionalized situations related to the abuse of technology, particularly the distribution of information. Contemporary phenomena describe how a

swath of false news or hoaxes has received attention from all sides.

The ease of consuming and producing information from the Internet makes it easy to disseminate it without being aware of its truthfulness (Astuti, 2021). Through digital literacy, an attitude and behavior are required to use technologies in the information and communication of citizens. The scope of digital literacy includes not only the ability to use it alone, but also the process of reading, writing, comprehending, and creating new knowledge (Kurnianingsih *et al*, 2017).

The urgency of digital literacy in the 21st century is required for the younger generation not only to add technology to

learning but to use technology in order to improve the quality of that study. In general, Internet users are less able to sort out information and even discard ethics and morals when using the Internet. It is therefore essential to have digital literacy mastery in order to protect against negative online content (Bastian, 2021).

Social media is a gateway to information because 64% of the information is based on the survey (Arafah & Hasyim, 2022). The most widely used applications in a row in January 2022 are Facebook, Youtube, Whatsapp, Instagram, and WeChat (Kusnandar, 2022). Almost all social media sites have activity sharing messages to be forwarded to other users. The custom cannot be taken lightly, for it makes messages as large as snowballs sliding down hills, especially ones that are not valid. The message has the opportunity to be read by all followers or accounts (Susilo *et al*, 2019).

Hoaxes are a form of dividing nations and states. In accordance with the essence of the three Pancasila precepts against the actions that could threaten the unity and unity of Indonesia, one is the spread of hoax news. A hoax is intended to deceive others intentionally in a more complex and larger sphere. Hoaxes expose the tremendous mess of disseminating information without an expert's verification and do not further examine the information and thereby harm others (Sitepu *et al*, 2021). Digital literacy is one of the alternative

solutions to the hoax counter (Awaliyah *et al*, 2020).

A report from (APJII, 2022) describe that The number of people connected to the internet was 210,026,769 of the total population of 272,682,600 Indonesians in 2021. The highest penetration rate for Internet users is students, at a 99.26% percentage. They usually use the Internet mostly to access social media. Another report from (Hootsuite, 2021) show An equally similar result showed that Indonesian Internet users amounted to 202 million, or 73.7% of Indonesia's population.

The Polri's cybercrime case in 2017 brought up in 5,061. The crime rate rose 3% from 2016, which amounts to 4931 (Medistiara, in Fitriani & Pakpahan, 2020). Based on a comprehensive survey, the hoax of August 2018 was published in March 2020. The total number of hoaxes found was 5156. The hoaxes are found most frequently in political categories by 1025, with government categories of 922, health 853, others 411, crimes of 390, slander of 292, international 283, natural disasters 258, fraud of 265, religion 208, myth 182, trading 34, and education 33 (Kominfo, 2020).

Indonesia is the fourth most important Instagram user to date. To July, there were 91.77 million Instagram users in Indonesia, with a 36.4% majority of 18-24-year-olds. Instagram ranks second in line after WhatsApp and YouTube (Rizaty, 2021). The above data shows that students are the largest

group of users on the Instagram platform. Not a few people use Instagram as a choice for information.

One study by (Rizalty, 2021) reveals that Instagram users are dominated by people who are 18–24 years of age. That age range is generally considered student status. Reviewing hoaxes on Instagram users is quite relevant, especially for student prodi. This study program plays an important role in producing intelligent students, a responsibility in the technologically advanced and dignified Indonesian society amid the demoralization of this generation.

The current use of the Internet is very high. If it is not balanced with the ability to use it wisely, it will have a bad effect. One research from (Putri, 2021) show College tours indicate that levels of problematic internet use fall into the "very high" category. When using the Internet, the average student spends eight hours accessing it. The highest form of student Internet use is 93% for social media access and 75% for online services.

Excessive use of social media can lead to addiction, resulting in academic growth. Based on the results of surveys conducted by (Mastel, 2017) hoax are spread and spread among those who already have a fairly good digital literacy ability-that of Internet users and social media users. However, this society has not been a hohole-practicing society that requires systematic and sustainable education. The circulation of hoax stirs up unrest in the

community, causing a close emotional response and adverse reaction to any object (Virga & Adriadi, 2019).

Based on the above background, it is viewed as necessary to do research on digital literacy in Instagram. The significance of this study was to have a theoretical impact on the importance of digital literacy when using social media through educational programs. The contribution of this study is expected to minimize or reduce the spread of hoax in social media. To that end, the focus of this study is briefly addressed to the application of digital literacy of understanding, perception, and obstacle to responding to the hoax of Instagram.

Research on hoaks conducted by (Situngkir cited by Juditha, 2018) talks about how to spread deception as gossip and rumors on Twitter His research suggests that Twitter is a micro-blogging service that has now become an effective medium for spreading the news at speeds comparable to conventional media. Hoaxes have a large and potentially exponential population coverage, unless conventional media halt the spread of hoaxes.

One research by (Rahadi, 2017) explain that social media provides convenient sharing of information and shows that the behavior of social media users understands their reasons, impact, and responsibilities when using them. Yet, they often abuse it by creating hoaxes to create a deliberate sensation to make a profit from it. The spread of this false news with

freedom of speech is often misunderstood and therefore abused. (Aminah and Sari, 2019) state that news stories circulating on Facebook have such a negative effect on young voters. Such hoaxes have the effect of making people have difficulty distinguishing the original hoax, being easy to provoke, easy to hate, and a change of choice. As a good social media user, you should receive the information first and thus not disseminate it.

The above research suggests that social media like Twitter and Facebook are excellent hoax dissemination media. In this study, we discuss Instagram hoaxes and, more specifically, how to use digital literacy to strengthen the character of unity. The study discusses the role of digital literacy in responding to the hoax on Instagram to strengthen the character of unity are also unheard of, so it is important to do so.

RESEARCH METHODS

The study used a qualitative approach with a string of phenomena designs. According to the research focus to describe insights, perceptions, and student constraints related to their digital literacy in responding to hoaxes on social media, the phenomenon may be considered appropriate because it could describe conditions in the field specifically, deeply, and transparently. Phenomenology, as a scientific discipline, seeks to reveal, study, and comprehend a phenomenon, as well as the distinctive and unique context that the

individual experienced down to the individual realm of conviction (Ghony & Almanshur, 2012). Phenomena is a science that seeks to explore the psychological meaning of an individual's experience of a phenomenon through deep research viewed from the context of the daily life of the subject being examined (Herdiansyah, 2019).

The study involved 11 informers of the study program's chairman, lecturer, and student students who were selectively sampled. The informer selection criteria were based on a) being willing to be an informant; B) student payouts; C) ages 18-24; D) having Instagram accounts; E) never having known or receiving a hoax associated with unity. Multidata-gathering techniques consisted of interviews, observations, and documentation. The data collected was then analyzed with interactive models from Miles and Huberman, including the data reduction, data presentation, and conclusion or verification stages.

To ensure reliability of data, the study employed source triangulation and technical triangulation, where there were comparative and verifying data obtained from different informers and data collection techniques. To guarantee the confidentiality and rights of informants, this study anonymously recorded the identity of the informant. Before informers were involved in their data collection, they were first given the right to give consent through filling out a willingness to become an informant form.

DISCUSSION

Digital Literacy Understanding While Responding to Hoax on Instagram

For digital literacy, understanding of Internet search is needed so that students can access the needs of information carefully, intelligently, and responsibly. Findings obtained in this study relate to understanding digital literacy while responding to Instagram techniques include a) activities on Instagram; B) ability to check cross news; C) insight distinguishes between false and true.

Instagram Activity

Studies show that students on pay-per-view are active Instagram users. They access Instagram daily on average, from one hour to eight hours at the most.

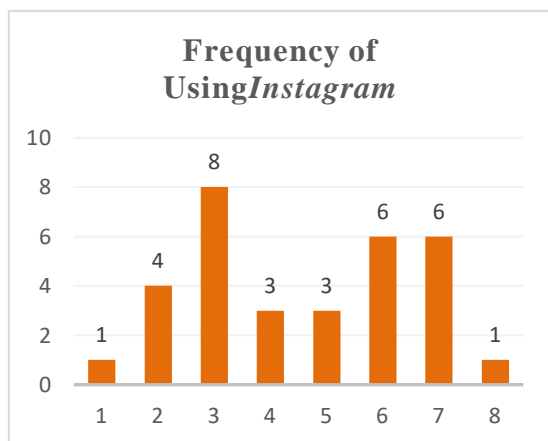


Figure 1. Intensity time graph accessing Instagram

The activities they do when looking up Instagram usually open up porches, insta stories, search for news, or just for fun. They usually search for news from an account that has a blue tick since it is thought to give credible information. They usually search for

information from accounts such as @kompascom, @cnnindonesia, and other news accounts.

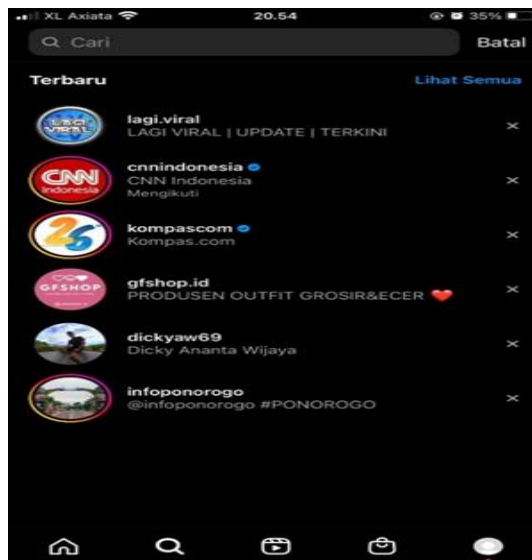


Figure 2. Instagram Capture

Figure 2 shows that they use Instagram to search for information on news accounts. The application of digital literacy involves selecting information from reliable accounts or sources. The considerable measure of Instagram time is offset by its ability to sort information through a credible account that can strengthen the character of unity.

Ability to Do a Cross Check on The News

The unrestrained spread of news requires that recipients be selective to avoid false news. One way that can be done is by running a found news cross-check. This was done to give the news a more valid level of truth. The solution to mitigate the impact of proper hoaxes is to be careful with provocative news headlines, to look carefully at news

sources, and to see the authenticity of the news.



Figure 3. Hoax findings on Instagram

Figure 3 above shows an example from the news found of President Jokowi's three-period ideas. However, more and more of the news circulating is a hoax. Jokowi himself never imagined running for President in the third term. The users must be clever when using digital media, and Instagram specifically, to avoid being affected by hoaxes. Such a circulating hoax could cause confusion, for it was clearly against the 1945 constitution that the President was allowed only two periods. The spread of such news could have negative effects, resulting in conflict among Indonesians.



Figure 4. Clarification of hoax discovery

The foregoing information shows that he is circulating on Instagram the hoax. So, it is hoped that readers can do further research on what has been discovered, even more so with redundant titles. However, further research reveals that they themselves are unsure whether they spread the hoax. The findings have a relationship with (Jones & Kim, 2018) study that there's a phenomenal party effect on the hoax phenomenon, which is why he feels other people are affected by the hoax and he's not. The difficulty of distinguishing the truth from the news can be a factor in their feeling that way. (Wilson, 2000) state that Information behavior is defined as the whole of human behavior in relation to sources and information channels, including the active and passive search for both.

Understanding Distinguishes Between Truth and Lies

One insight that is necessary to avoid easily falling into the hoax that are circulating is to distinguish between false and true. Yet, the fact is that students are having difficulty distinguishing between false and true. The need for understanding and ability for cross check news was obtained, and it did not immediately believe. The use of various media sources can help users to get the right information, thus doing no harm to anyone. If using only one source, then the news found tends to be less valid, so there is a need for resources other than Instagram.

As shown on Table 1, which would describe the digital literacy of a student pay-general in response to the hoax on Instagram.

Table 1. Digital literacy in response to hoax on Instagram

Indicators Insight		Perceptions Obstacles	
Internet searching	Pulling information from a reliable account	Digital literacy is vital for selecting information from Instagram	It's hard to find the desired news because most of the posts are just virals
Hypertextual navigation	Understanding the link function on Instagram	Link use benefits in order to read the news in full	Seldom open links, and idleness is perceived as complex to change to other websites
Content evaluation	Ability to do cross check news	It's essential that you minimize the hoax	Easily provoked by the number of likes and content of comments
Knowledge assembly	The ability to retell the experience of discovering hoax	Does not directly spread the hoax if it finds	It blocks critical power to determine the truth of the news

According to table 1 above, it appears that students have applied digital literacy in response to a hoax. They had a consciousness of indirectly spreading the news that he had discovered. These findings are supported by (Saputra and Salim, 2020) that students in the media use carefully chosen content, take note of culture in communication, and use digital media for learning purposes. In the study, non-commissioned student payrolls used digital

literacy by spreading news finds rather than immediately disseminating them.

A student of non-commissioned medicine has shown that he has good digital literacy by not continuing or spreading the message he receives if he does not know the truth. (Yanti, 2016) reported that the digital literacy rate in college is already high and very high. Yet, students still find it difficult to select and distinguish between false and true news, not to release it immediately but to cross-check it from another source.

(Nurrahmi and Syam, 2020) stated that on social media, the informant found it difficult to distinguish between different types of information. Most find it hard to judge the credibility of the information received because, at the time, there was a lot of news about the 2019 election that left them confused as to the truth. There was so much negative news from both sides at the time that social media began to circulate.

(Zulyadaini et al, 2019) reported that the users have a high level of concern for digital literacy and the spread of hoax on Instagram. They do not immediately believe the news that is circulated, even when it is difficult to tell the difference at first. This is proven by sorting out the information found, evaluating information, and searching for news sources from other media.

Furthermore, (Rachmawati et al 2021) stated that ability to identify information can be done in various ways. Users in this study

have applied information literacy in their daily activities as an effort towards hoax prevention. They are more selective in their use of information and in choosing according to what is needed to prevent the harm done by hoaxes.

Digital Perception of The Importance of Literacy in Instagram Response-Related Responses

First aid students expressed the perception that digital literacy is important to strengthen the character of unity. When searching the Internet, it is critical to use digital literacy to find the true story rather than directly comment on what is being circulated. The importance of digital literacy in the hypertextual aspect of Instagram is to make it easier to get complete information and to be a major part of minimizing the spread of hoaxes on Instagram, as well as an integral part in strengthening the character of unity.

In the aspect of content evaluation, digital literacy is important to evaluate both valiance and news while minimizing the effects of the spread of hoaxes that could divide the nation. The students' perceptions of digital literacy in the aspect of the knowledge assembly are viewed by their response to accepting the hoax by not simply broadcasting them but ignoring them first and then finding out the truth.

The importance of digital literacy in non-government students is good enough since they recognize the importance of applying

digital literacy to Instagram usage linked to a hoax. (Suyanto *et al* 2018) stressed that students have a high level of responsibility and awareness. They already have a sense of the importance of digital literacy, such as an understanding of the impact of hoaxes can have, and the application of digital literacy can protect them from hoaxes. Because the effort to cope with hoaxes must be made by all societies through digital literacy skills (Fardiah *et al*, 2021).

The results of the study are also consistent with a study from (Sari *et al*, 2021) that digital literacy can become a fortress and a fortress to avoid the prevailing hoax. (Syarifah *et al*, 2021) reported that Digital literacy teaches us to understand, manage, and pass on good information. It means not merely swallowing received information but going further. Similar finds were also obtained from one study by (Irhamdhika, 2022) that Digital literacy can help access and select a variety of sources of information in life, such as those that circulate. Digital literacy is one of the solutions to this massively circulated hoax.

Digital Literacy Constraints in Response of Student Pancasila and Civiv Education UMS Related to Hoax Instagram

The application of digital literacy is obviously compromised, especially linked to the hoax on Instagram. The problem that a student faces when searching the Internet has been a problem since most people tend to post

a noisy item on the web. Next, the obstacle to the hypertextual tual aspect of lazy is to open the link provided to a news account in order to read its contents in its entirety. The constraint on the content of the content was influenced by the multitude of likes and comments on the news. The problem with the latter aspect of the knowledge assembly is to do with the kratic ability to weigh or determine the truthfulness of a message.

CONCLUSION

The study found that when using digital literacy to respond to hoaxes on Instagram, Pancasila and Civid education students do not immediately decide to distribute or comment on a post. In the outcome obtained, they themselves find it difficult to tell the truth or the truth, with obstacles to their own claims and consciousness, such as any laziness to read the news in its entirety. It may be concluded, then, that it is important to apply the digital literacy associated with the hoax response to Instagram to prevent it from contributing to the spread of hoaxes.

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