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Outcome Based Education 5.0 Society Era

Editor:

Prof. Dr. Abdul Rahmat, M.Pd. (UNG)
Dr. Abd. Hamid Isa, M.Pd. (UNG)
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FOREWORD

First of all, the writer wants to express his thanks to Allah SWT, because of His bless and grace, this book can be finished on time.

In arranging this book, the writer trully get lots challenges and obstructions but with help of many individuals, those obstructions could passed. writer also realized there are still many mistakes in process of writing this book.

Because of that, the writer says thank you to all individuals who helps in the process of writing this book. hopefully allah replies all helps and bless you all. The writer realized that this book still imperfect in arrangment and the content. Then the writer hope the criticism from the readers can help the writer in perfecting the next book. Last but not the least Hopefully, this book can helps the readers to gain more knowledge.

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MANAGEMENT OF VILLAGE OWNED ENTERPRISES

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Abstract

Village-Owned Enterprises (BUM Desa) are Village business institutions managed by the community and the Village Government and are legal entities. The existence of BUM Desa is to strengthen the economy of the Village community and is formed based on the needs and potential of the Village. The problem in this research is the management of financial accountability and the attitude of the implementers, as well as reports on the implementation of BUM Desa. In fact, it is hoped that the existence of BUM Desa will trigger economic growth and be able to encourage the wheels of economic life as well as drive the economy of the Village community. In the management of Village Owned Enterprises, it is not only the BUM Desa administrators who have to struggle to improve the quality of their business units, but support from the Government, both the Village Government and the Regency Government, is needed to be able to help from planning to marketing the products managed by the BUM Desa. The purpose of the study is to examine and explain the management strategy of BUM Desa in realizing an Independent Village. The type of research used is descriptive qualitative, using a case study approach (case study). The focus of the research is the management of BUM Desa. Data obtained through primary and secondary data sources. Data collection techniques through interviews, observations, questionnaires and literature. The research instrument is the researcher himself. Data analysis is carried out in stages; data collection, data simplification, data presentation and conclusion drawing. The results of the SWOT analysis on the WT strategy (weaknesses and challenges) formulating a BUM Desa management strategy with the Cadreization-Based Management Intervention Model show that BUM Desa management is related to BUM Desa institutional managerial so that the Village Government can accelerate the development and performance improvement of BUM Desa management in the management of BUM Desa to realize an Independent Village. The conclusion that in the management of BUM Desa includes aspects of quality financial management, accountability management of village government bureaucracy and human resource capabilities, the determinants of BUM Desa management include; management patterns, institutions, supporting human resources, as well as market loci, type of business,

and others that are suspected of having a dominant influence on the development of the existence of BUM Desa in several regional characteristics and management strategies of BUM Desa; internal and external environmental factors.

Keywords: institutional, independent village, regeneration, Village Owned Enterprises

Introduction

The government has a strong desire to improve the economy of rural communities, so local village economic institutions are formed by looking at the potential of village local wisdom, one of which is the establishment of Village Owned Enterprises (BUMDes) whose legal basis is Law Number 6 of 2014 concerning Villages (Nuak Village). Djani, & Kase, (2019). Villages as part of a district have genuine autonomy. Although within the limits of the original autonomy, the Village with all its instruments is given the freedom to build the capacity of its economic and financial resources in order to increase the village's economic growth and improve the welfare of its people. Therefore, the management of local village resources in the form of human resources, capital resources, natural resources and social resources is the responsibility of the village. BUMDes is one of the programs issued by the government in an effort to develop and improve the rural economy in accordance with its potential. This makes many villages build and develop BUMDes with various programs (Jepri, 2019).

The capital barriers experienced by cooperatives do not need to be resolved by establishing a new legal entity, but through a linkage program between commercial banks and cooperatives launched by the ministry of cooperatives and small and medium enterprises (Murwadi, et al, 2017). According to (Fifianti, et al, 2018) states that there is no transparency and lack of communication between Supervisors, Managers, and BUMDes Members even to the Community. The role of the community is still very weak, this is due to the view that lending by BUMDes is considered as state money that does not need to be returned, this is still an obstacle in the management of BUMDes (Bima, 2020).

According to (Nursetiawan, 2018) that independent villages as part of the ideals of national development are hampered by various problems that arise in their realization. One of the most dominant things, namely in the economic sector and the social sector. In the economic sector, there are still many people who are below the poverty line. The role of BUMDes in increasing village original income has not been seen due to the financial management system, marketing, production, distribution and human resources (Senjani, 2019). Thus, the management of Village-Owned Enterprises that manages based on the potential that exists in

the Village will be carried out properly so that the achievement of welfare and income of the Village community is fulfilled. The purpose of the research is to examine and explain the management strategy of BUM Desa in realizing an Independent Village.

Method

This research is a type of qualitative descriptive research. Qualitative method is a method used to obtain in-depth and meaningful data (actual data, as well as exact data that contains the value behind the visible data). In the form of descriptive research is research that seeks to describe a symptom, event, and event that is happening now. Descriptive research at the time of research tends to focus on the real problem. In determining the research location, the researcher chose to conduct this research in Maros Regency. The research was carried out in August - October 2021. The data sources were obtained through primary and secondary data sources, the informants in this study were the village head, the district level coaching team, the subdistrict level coaching team, and village implementers and community leaders.

The focus of this research is the strategy of managing village-owned enterprises in realizing an independent village. The research instrument is the researcher himself in collecting research data in the form of interview guidelines, and observation forms. This research has obtained permission from the agency with the number: 200/VIII/IP/DPMPSTP/2020. Data collection techniques used are interviews, observation, documentation collection, and focus group discussions. Validation of the data is done by triangulation to ensure the validity of the data obtained in the study. Data analysis was carried out with qualitative data analysis in stages; data collection, data simplification, and data display with the help of vivo12.

Results

The results of the study using SWOT matrix analysis obtained several strategy formulations, namely to analyze the management strategy of BUM Desa, this study used SWOT analysis. SWOT analysis is used to determine the strengths and weaknesses of the internal environment as well as opportunities and threats from the external environment management of BUM Desa, BUM Village, Ampekale Village, Bontoa Subdistrict, BUM Purnakarya Village, Tanralil Subdistrict and BUM Cenrana Baru Village, Cenrana Subdistrict, Maros Regency (case study). When all done right, a SWOT analysis can guide the process of making a good strategic plan. SWOT analysis can be useful in finding strategic advantages that can be a model for managing BUM Desa.

<p style="text-align: center;">IFE</p> <p style="text-align: center;">EFE</p>	<p>Strengths</p> <ol style="list-style-type: none"> 1. Office infrastructure is adequate 2. The line of business that will be managed to serve the needs of public consumption. 3. Products are easy to market; 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Capacity of human resources manager is low 2. There is no clear vision and mission of the organization 3. The organizational structure is not yet ideal Weak in Administration and Finance 4. Weak in production management
<p>Peluang (Opportunities/O)</p> <ol style="list-style-type: none"> 1. Total population as consumers. 2. Has excellent village potential to be developed. 3. The development of technology is increasingly advanced. 4. Conducive socio-cultural conditions. 	<p>Strategy S-O</p> <ol style="list-style-type: none"> 1. Optimization of BUMDes performance with technology development (SO1) 2. Establishment of BUMDes information service center (SO2) 3. Establishment of community-based superior products business unit. (SO3) 4. Optimization of product marketing through Information technology (E-Commerce) (SO4). 	<p>Strategi Strategy W-O</p> <ol style="list-style-type: none"> 1. Develop a BUM Desa business unit that is very much needed by the community 2. Develop and optimize HR managers through Entrepreneurship Training, Village BUM Management and the use of Information Technology (WO1) 3. Optimizing the Vision and Mission of BUM Desa based on Village Superior Products (WO2) 4. Develop and revitalize BUM Desa Institutions through community participation (WO3) 5. Improvement of BUMDes institutions through cooperation with financial institutions (WO4)
<p>Threats / T</p> <ol style="list-style-type: none"> 1. Leading potential is not focused. 2. Have not built cooperation with other BUMDes and the private sector. 3. Can't use 4. technology to the fullest. 5. Internet network in the village is still weak. 6. Budget Support from Local Government. 	<p>Strategi Strategy S-T</p> <ol style="list-style-type: none"> 1. BUM Desa business development focuses on Village Superior Products (ST1). 2. Establishment of partnership business with other parties (ST2) 3. Provision and Strengthening of Village Information Technology (Village Internet) (ST3). 4. The revitalization of the Village BUM Perda is based on fostering and increasing Village Original Income (PA Desa).(ST4) 	<p>Strategi Strategy W-T</p> <ol style="list-style-type: none"> 1. Encouraging the Government to issue a PERDA for fostering and financing the development of BUM Desa management. 2. Looking for new alternative sources of financing and building business networks with other institutions outside the community.

<p>7. There are competitors in other villages with the same type of business.</p> <p>8. Community Participation in BUMDes Management</p>	<p>5. Strengthening product promotion through market mechanisms (ST5).</p> <p>6. Provision of community services for the development of BUM Desa management (ST6).</p>	
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Discussion

The results of the study show that from the SWOT analysis that the strategy for strengthening the institutional capacity of BUM Desa with a regeneration-based management intervention model can answer the problems of BUM Desa management. Independent villages as part of the ideals of national development are hampered by various problems that arise in their realization. One of the most dominant things, namely in the economic sector and the social sector. Village development is an effort to improve the standard of living and welfare of rural communities. In village development, a strategy is needed to achieve goals that are progressive and of course sustainable. Each village certainly has different Natural Resources (SDA) potentials, this is in line with the topography and contours of a rural area itself. Natural resources remain one of the main supporting factors in village development.

(Nursetiawan, 2018) stated that BUMDes which grew from social solidarity and local wisdom were much stronger and sustainable than BUMDes which were born due to government intervention from above. This is because local wisdom, which is parallel to the wealth of social and political capital, is a very influential factor in the resilience and sustainability of BUMDes. According to the results of research (Diartho, 2017) it is stated that one of the efforts that can alleviate poverty problems and realize the independence of a village is by establishing a business institution called the Village Owned Enterprise (BUMDes). BUM Desa is a business entity whose capital is wholly or most of the capital owned by the village to manage assets, services, and other businesses for the maximum welfare of the village community (Syukran, 2016).

In this process, several approaches were taken. One of them is understanding the position of the organization with other similar organizations. Therefore, further strategic approaches that are useful and efficient for the organization through understanding the position will be obtained (Nayeri, et al, 2008). According to the results of the study (Anggraeni, 2017) it is stated that the existence of BUMDes is undeniably bringing changes in the economic and social fields. The

asset management strategy carried out by BUMDES Sekapuk includes observing the environment, formulating strategies, implementing strategies, and evaluating or controlling (Hayyuna, 2014). According to (Ihsan & Setiyono, 2018) argues that the availability of resources, community participation and empowerment, government support and cooperation with third parties. (Hayyuna, 2014) states that the management strategy that has been carried out by BUMDES can increase village income.

According to research results (Adawiyah, 2018) stated that organizational development can be carried out by strategies, namely feedback surveys, education and training activities, team formation, and goal-focused management. The success of this strategy can be supported by the aspect of social capital. BUMDes management strategy can create business opportunities for the community. And the community participates in the management of BUMDes. The obstacle faced by BUMDes today is capital because with the many business units running, large amounts of funds are needed (Linda, 2018). According to (Zandri, et al, 2018) argues that there are several strategies implemented, namely by socializing to the community to increase awareness, collaborating with outside parties for marketing, continuing to improve and optimizing the results of business profits in BUMDes and conducting various trainings to improve performance. human Resources.

According to (Purnamawati, 2018) argues that the application of environmental accounting in all operational activities in BUMDes is directly oriented to interests, namely profit (profit), people (community) and planet (environmental resilience). The lack of BUMDes development is caused by insufficient human resources, inadequate use of technology, lack of a community approach, lack of public trust in the government (Sirait, 2020). (Putra, 2018) argues that conducting environmental observations, strategy formulation, strategy implementation, evaluation and control. According to the results of research (Laundry, 2019) that there is a positive relationship between the competence of BUMDes managers to the implementation of BUMDes managers, implementation of BUMDes management and BUMDes performance, BUMDes managers' competence to BUMDes performance, and Competence of BUMDes managers to BUMDes performance and implementation of BUMDes management.

Conclusion

That the BUM Desa management strategy with a cadre-based management intervention model can answer the problems of BUM Desa management. This concept is a "new theory" that can be used as a reference in the development of

BUM Desa and in other districts throughout Indonesia. Therefore, it is deemed necessary to intervene in the management of BUM Desa based on Cadreization related to the institutional managerial of BUM Desa so that it can accelerate the development and improve the performance of BUM Desa managers to realize an Independent Village.

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DESCRIBING LEARNING LOSS ON COVID-19 ERA: BIBLIOMETRICS ANALYSIS OF THE TERM “LEARNING LOSS ON COVID-19 PANDEMIC

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Abstract

The novel coronavirus (COVID-19) has significantly spread over the world and comes up with new challenges to the research community for describing learning loss. The study sample included all 1,332 survey responses. Thus, accurate short-term forecasting of the number of new contaminated and recovered cases is crucial for optimizing the available resources and arresting or slowing down the progression of such diseases. Recently, learning models demonstrated important improvements when handling time-series data in different applications. This paper presents describing learning loss on covid-19 era through bibliometrics analysis of the term learning loss on Covid-19 Pandemic from two provinces namely South Sulawesi and West Sulawesi. Results demonstrate the promising potential of the deep learning model in forecasting COVID-19 cases and highlight the superior performance of Learning Loss on Covid-19 Era.

keywords: Covid-19; educators; learning loss; performance; models

Introduction

One of the most pressing societal consequences of the global response to COVID-19 has been the global increase in school closures, which has denied millions of children equitable learning opportunities and reduced their overall well-being. UNESCO estimated that by late March 2020, more than 190 countries had closed schools to slow the spread of COVID-19, disrupting the education of approximately 1.6 million students.

Although there is widespread agreement that school closures can have irreversible effects on children’s educational outcomes, there is little specific evidence on the extent of this harm. Also concerning is the possibility that school closures will exacerbate existing inequalities that were already concerning prior to the pandemic. According to the World Bank’s pre-COVID-19 learning poverty measures, only 10% of children in low-income countries could read and understand a simple story by the age of 10, compared to 90% of children in high-income countries (Hasan, N., & Bao, Y, 2020). Unequal access to continuing education

during COVID-19 school closures and after schools reopen may exacerbate this gap. While the true consequences of COVID-19 school closures on learning may not be known for several years, forecasting strength training and statistical simulations indicate a dire situation

Method

The online survey had 23 questions, including 22 multiple-choice and multi-select items and two open-ended questions. Depending on their role within the school, respondents answered between 13 and 17 multiple choice questions. All respondents provided an answer to one open-ended question. The survey first asked for respondents' demographic information, such as their school position, educational background, teaching experience, and home availability of technology, particularly learning loss due to the Covid-19 pandemic. The survey also gathered information about both the respondents' schools, such as their location, industry, and current participation in online learning.

The remainder of the survey covered three broad domain names: instructional technology implementation, shifting to online learning, and necessary support and feedback. Students agree their own readiness as well as the preparation of their schools to transition to online teaching, learning, and support (Kaffenberger, M, 2021). They also assessed the current efficacy of online communication among educators, families, and students. The remainder of the survey covered three major domains: instructional technology application, shifting to online courses, and necessary support and feedback. Respondents rated themselves as well as their schools. The questionnaire's next section inquired about how teachers and schools were utilizing educational technologies to facilitate online learning (Engzell, P., Frey, A., & Verhagen, M. D, 2021). Respondents expressed some of their considerations about online learning and remotely helping teachers in the final section, including changes to planning and teaching time. Finally, the educators polled indicated which supports and feedback they thought would be most important in the future.

Respondents were presented with one of two open-ended reaction questions at the end of the interview. "Please let us know if there is any other feedback on the implications of distance teaching on this survey," stated its first open-ended question. The second issue posed was, "In 20 words or less, what else would you recommend as the best strategy for improving range learning by learning loss on the Covid-19 pandemic?"

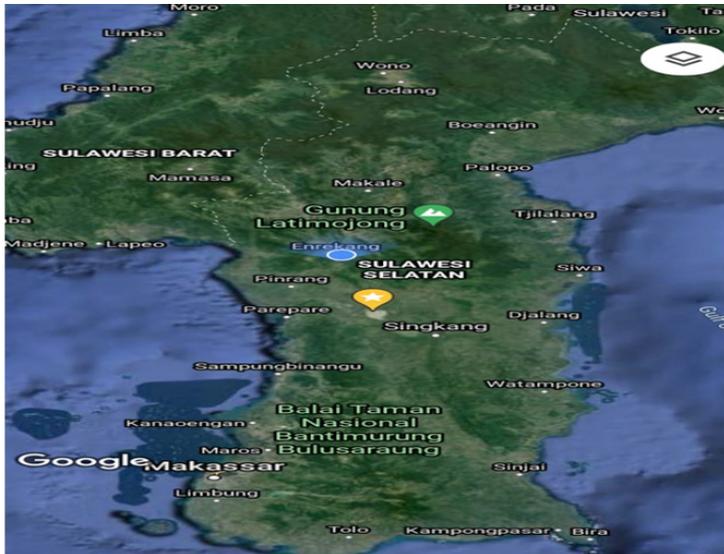
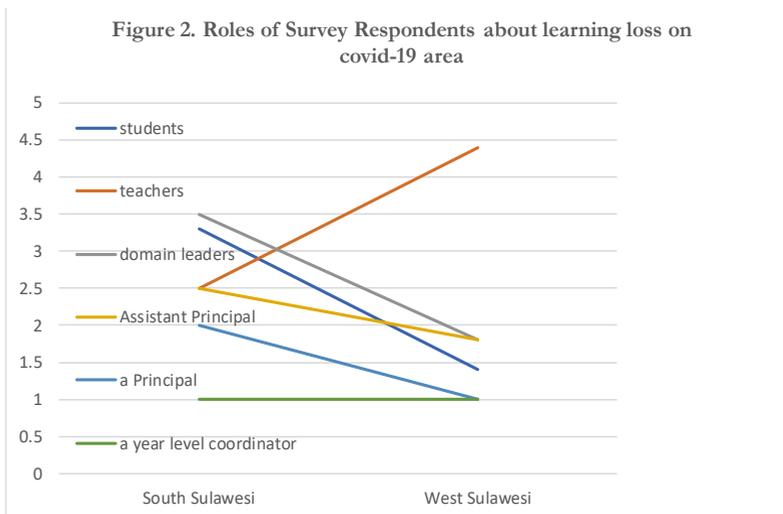


Figure 1. Research Area Mapping
Source: Google Maps

The study sample included all 1,332 survey responses, with roughly two-thirds coming from South Sulawesi and one-third coming from West Sulawesi. The research covered all of South Sulawesi’s states as well as all of West Sulawesi’s regions.



Discussion

The spread of covid-19

The spread of covid-19 has turned into a public health crisis, which first erupted in Wuhan, China, in December 2019. It spreads quickly to over 213

countries, infecting 2.402.350 people. The total number of deaths recorded is 163.097, accounting for 6.78 percent of all infected cases (Engzell, P., Frey, A., & Verhagen, M. D., 2020). Given the severity of the virus's effects, WHO declared the current crisis a global pandemic, making it far more dangerous than previous pandemics such as SARS, MERS, and H1N1 or swine flu. The United States has accused China of developing Covid-19 as a biological weapon. However, Hao has denied this accusation, claiming that no traces of the virus were found in the Wuhan laboratory (Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E., 2020).

The South Sulawesi education and West Sulawesi system was not designed to withstand prolonged closures such as those caused by the COVID-19 pandemic (Azorin, C, 2020). Teachers, administrators, and parents have worked hard to keep learning alive; however, these efforts are unlikely to provide the quality of education that is currently delivered in the classroom. The context is even more disconcerting: persistent achievement disparities across income levels. School closures may not only result in disproportionate learning losses for these students, compounding existing gaps, but may also lead to an increase in dropouts, (Kuhfield, M., & Tarasawa, B, 2020).

This study used qualitative research to explore learning loss on covid-19 area in learning specialized as system. Learning loss on covid-19 was created in response to the education system's inability to address the majority's learning demands (Djafar, S., Nadar, N., Arwan, A., & Elihami, E., 2019). Learning loss on covid-19 area is frequently seen as a system that is compared and contrasted to the well-known system of "formal education." These estimates were made before schools closed and the sometimes-chaotic transition to remote learning began. In this article, we investigate the potential long-term impact of COVID-19-related school closures on low-income students.

Considering the severity that the virus causes, WHO declared the current crisis as global pandemic which is way more dangerous than other previous crisis such as SARS, MERS and H1N1 or swine flu. The USA has accused China as the one who develops Covid-19 as a biological weapon. However, Hao has denied this accusation saying that there are no traces of the virus in Wuhan laboratory (Clark, A. E., Nong, H., Zhu, H., & Zhu, R, 2021).

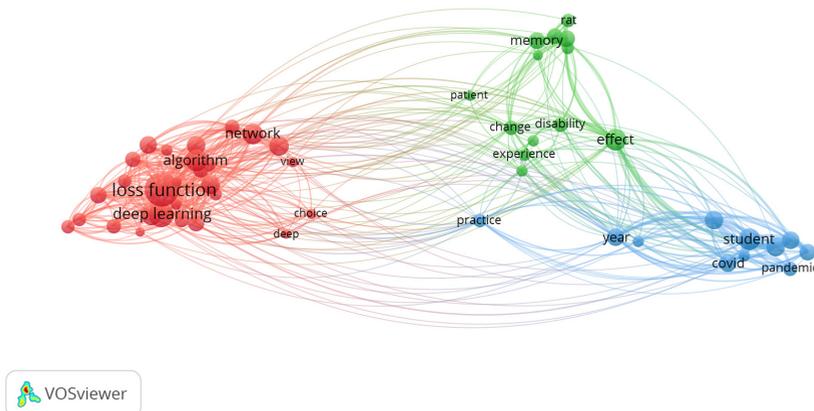
Indonesia is among the countries in South East Asia which is severely affected by this pandemic with a total case of 10.834. It also records 831 deaths as of May, 2nd 2020. It makes Indonesia the country with the highest fatality rate in the world. Other countries such as the USA, Italia and Australia only record relatively lower death rate at around 6.78%. As a country with Muslim majority, Indonesia is prone to become a new epicenter because of Muslim praying culture which

al-ways involves close contact. (Patintingan, A., Elihami, E., Mustakim, M., & Lateh, N, 2020) Therefore, this article argues that it is important to reconstruct fiqh (Islamic jurisprudence) in the case of covid-19 public health crisis. It is also because the social distancing policy doesn't seem to be effective in stopping infection rate. Furthermore, an emergency provision issued by Indonesian council of Ulema has not given serious impact in preventing the spread, (Blaskó, Z., da Costa, P., & Schnepf, S. V, 2021).

The main cause of Indonesia's high fatality rate is the lack of health facilities, starting from the scarcity of masks, expensive hand sanitizers to the lack of Covid-19 Alert Hospitals. Besides, there are also social factors such as the anti-science attitude of religious leaders, especially micro-celebrities (Angrist, N., de Barros, A., Bhula, R., Chakera, S., Cummiskey, C., DeStefano, J.,... & Stern, J, 2021).

VOSviewer software about learning loss

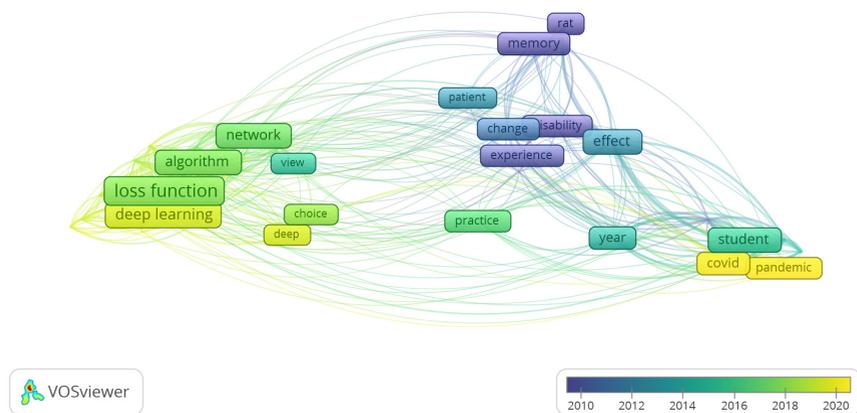
VOSviewer software was used to analyze the metadata articles obtained from the <https://www.scopus.com> database and website Google Scholar. The analysis sought to identify the most frequently occurring keywords. The frequency of the keywords could be arranged based on the researchers' preferences, and less relevant words could be removed. We limited the minimum correlation of the terms to ten when creating the visualization with VOSviewer. It obtained two excellent clusters after performing the analysis with VOSviewer. The authors chose the second cluster, which was related to learning loss. On three different visualizations, the software indicated bibliometric mapping: network visualization (Figure 3); overlay visualization (Figure 4); and density visualization (Figure 5).



The figure 3. network visualization

The figure 3 showed that the publication years 1980-2021, citation years 41 (1970-2021), papers 790, cites/paper (32.44), authors (3.46), h-index (41), g-index (85), hI annual (1.20), hA-index (38), hI norm (49), papers with ACC > = 1,5,10,20= 681, 610, 343,174,67.

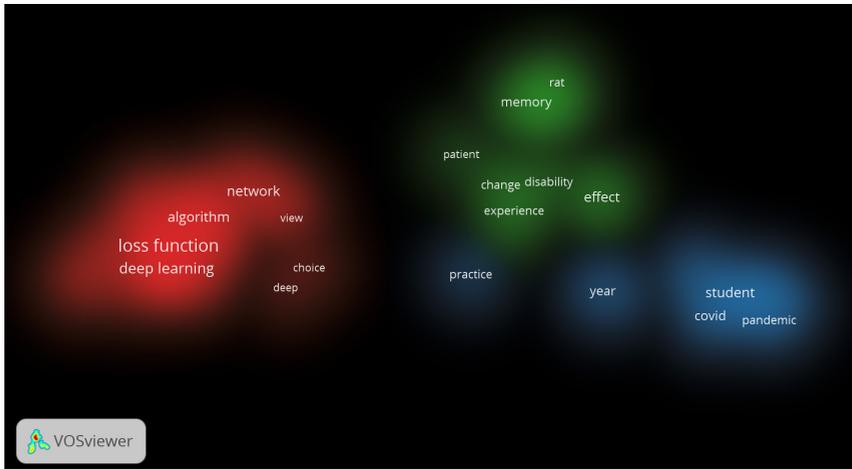
In order to do so, we developed statistical models to estimate the potential impact of school closures on learning. The models were developed based on academic research into the effectiveness of remote learning versus traditional classroom instruction for three different types of students. This data was then analyzed in the context of three different epidemiological scenarios.



The figure 4. overlay visualization

The figure 4 showed that the publication years 1980-2021, citation years 41 (1970-2021), papers 790, cites/paper (32.44), authors (3.46), h-index (41), g-index (85), hI annual (1.20), hA-index (38), hI norm (49), papers with ACC > = 1,5,10,20= 681, 610, 343,174,67.

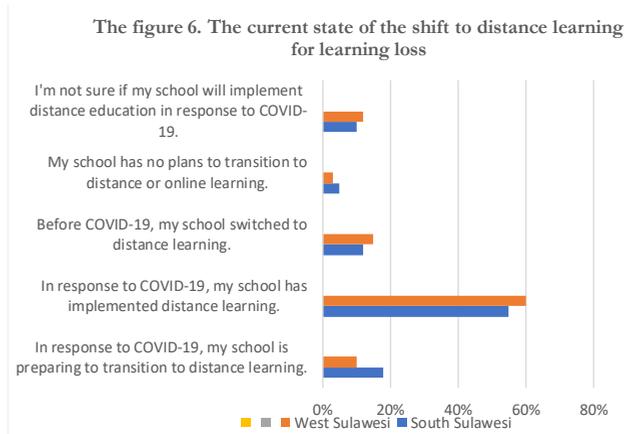
The amount of learning lost by students during school closures varies significantly depending on their access to remote learning, the quality of remote instruction, home support, and level of engagement. For the sake of simplicity, we have divided high school students into three archetypes. First, there are students who receive average-quality remote learning; this group progresses, but at a slower rate.



The figure 5. density visualization

The figure 6 showed that the publication years 1980-2021, citation years 41 (1970-2021), papers 790, cites/paper (32.44), authors (3.46), h-index (41), g-index (85), hI annual (1.20), hA-index (38), hI norm (49), papers with ACC > = 1,5,10,20= 681, 610, 343,174,67

The difficulty of engaging students who require one-on-one attention, particularly the young, was a recurring theme. “I believe that online learning is a good tool for self-motivated students and students who want to work at their own pace, but it is far more difficult for those that need more encouragement and someone who is present in reality,” wrote one teacher.



Conclusion

The conclusion is a summary of the research and discuss. Highly recommended to avoid the repeated statements of the previous section. Teachers were split on the

efficacy of online learning, with nearly equal numbers saying they were ‘confident’ and ‘not confident.’ However, approximately 80% of students believed they would require additional instructional support when they returned to school. When asked to name their top three concerns about location learning on students, the most important considerations were: social isolation, a decrease in student well-being, and potential learning loss. Educators, in particular, prioritized students’ social needs over learning loss. Respondents expressed concern about losing social connections with their students as well as the effectiveness of their teaching practice. “Distance teaching is a useful tool for supplementing and differentiating in-class teaching, but it cannot compensate for the loss of subtleties of social human interaction in the classroom,” one writer wrote.

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APPLICATION OF TEXTBOOKS IN THE COVID-19 PANDEMIC PERIOD AT BINA MANDIRI UNIVERSITY GORONTALO

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Abstract

The purpose of this study was to determine the application of textbooks during the Covid 19 pandemic at Bina Mandiri University, Gorontalo, which consisted of 7 (Seven) Study Programs. The data collection technique used in this study uses a Google interview form which can be accessed via the link: https://bit.ly/Teliti_BukuAjar. The results of this study indicate that the implementation of textbooks during the Covid-19 pandemic has not run optimally, this can be seen from the involvement of lecturers at the University of Bina Mandiri Gorontalo in making and implementing textbooks, where Most (70%) have not made textbooks due to several factors, namely: 1) Lecturer's lack of knowledge, 2) limited time to make and 3) high workload. Which has been set up and implement Books Subjects in learning in Pandemic Period Covid 19. Based on further studies, the researchers suggest several things, namely: 1) The need for the implementation of Technical Guidance as well as mentoring, 2) the need to promote socialization of the importance of writing textbooks, 3) the need for an academic foundation in the form of binding policies so that lecturers are motivated to write textbooks, and 4) The need for Reward for lecturers who have the best and consistent quality of textbooks.

Keywords : Textbook, Covid 19

Introduction

The quality of education has now become a concern of various parties, not only the education community, but also the community as the subject of education itself. The high interest and attention cannot be separated from the demands for quality improvement which are also increasing due to advances in knowledge and technology, increasingly fierce global competition and public awareness (parents and students) of higher quality education, especially in higher education. (Mashudi, 2021). The current demand for quality education is the ultimate goal of achieving quality learning carried out by lecturers in the classroom. The role of lecturers in creating a quality learning atmosphere is inseparable from the various

factors that influence it, including the use of learning media in order to achieve the expected competencies.

Initial observations that have been made can be identified that most students at Universitas Bina Mandiri Gorontalo have difficulty understanding lecture material in literature or lecture materials. From the results of interview conducted Joint Student Universitas Bina Mandiri Gorontalo, they want their learn more practical and easy to understand, especially about the course material. Students also confirmed that so far, the literature that has been used by lecturers has not accommodated their learning needs so that students have difficulty absorbing and understanding the lecture material delivered. As a result, the transfer of knowledge from lecturers to students is not optimal, which results in less than optimal learning motivation. Given these conditions, it is necessary to have alternative solutions, namely by developing textbooks that are designed systematically according to the learning model chosen by the lecturer in charge of the course so that student learning motivation can increase according to the expected standards.

Referring to the above problems, the purpose of this study is to find out the application of textbooks during the Covid 19 pandemic at the University of Bina Mandiri Gorontalo which consists of 7 (Seven) Study Programs. So that the results of this study will be able to become the basis for making decisions about the use of textbooks at Bina Mandiri University Gorontalo in order to increase student learning motivation Textbooks are essentially handbooks for lecturers to carry out lectures written and compiled by lecturers according to their knowledge and meet the standard of textbooks which are then officially published and disseminated. In principle, textbooks are written and developed by lecturers of certain subjects according to their scientific fields in order to complement and support existing reference books in accordance with the planned learning scenario. (PAK Operational Guidelines for Promotion of Academic Position/ Lecturer Rank, 2019)

The existence of textbooks as part of learning media or learning resources for students in the lecture process in principle aims to make it easier for students to learn. This is reinforced by the opinion (Istiqlal, 2018) stating that learning media such as textbooks can facilitate the interaction process between lecturers and students and help students learn optimally.

Furthermore (Prastowo, 2013) describes the function of textbooks, namely that students can: (1) learn independently, (2) learn anytime and anywhere, (3) learn at their own pace, (4) learn the material according to their choice, (5) directing learning activities according to competence. The benefits of teaching materials include (1) learning is more interesting, (2) there are opportunities for

independent learning under the guidance of learners, (3) making it easier to learn every competency that must be mastered.

Previous research has been conducted by (Fajra, 2018) entitled *The Study of Application of Integrated IPA Textbooks on the Theme of Motion in Adaptive Contextual Learning Models for Class VIII Students of SMP N 8 Padang* which was published in the *Pilar Of Physics education Journal* Vo. 11 No. 1. S Elain was empirically n ter can also study air- title *Application-Based Instructional book Critical Thinking Skills* are published by (Saputra & Salim, 2020) in the *Journal of Pedagogy* Vol. 07 No. 01 with E-ISSN: 2528-5793. The two studies are research that aims to see the application of textbooks, but before the Covid pandemic occurred and the lotus research was carried out at the SMP and SMA levels.

Furthermore, the Research teachings in the Covid 19 are held in colleges conducted by (Dewi et al., 2021) were published in *the first n done cyan Journal Of Informatic R esearch and Software Engineering* Vol. 1. No.1. March 2021 E-ISSN: 2775-5754 with the title *E-Learning Effectiveness of Entrepreneurship Course at Padang State University during the COVID 19 Pandemic*. Research conducted (Word & Rahayu, 2020) published right at the *Indonesian Journal of Educational Science (IJES)* Volume 02, No. 02 E- ISSN 2622-6197 entitled *Online Learning in Middle Pandemic Covid 19*. Research is then performed by (Erwan et al., 2020) entitled *Online and offline learning during the Covid-19 Pandemic*, which was published in the journal *Indonesian Education Ideas* Vol.1, No.2 E-ISSN 2722-0982.

Based on the above, it can be concluded that there is no research that on the implementation of the textbook in the pandemic Covid 19 in College. research on the application of Ajar book yet implemented before the pandemic Covid 19, as well as research conducted in the past pandemics Covid 19 no one has studied about the application of Textbooks in Universities.

Method

This study uses a qualitative method. (Sugiyono, 2019) explained that the qualitative research method is a research method based on postpositivism or entrepreneurial philosophy. type of research used using the phenomenological method which aims to see the phenomenon in society. This method is in line with the purpose of this study which aims to find out how to apply textbooks during the COVID-19 pandemic at Bina Mandiri University, Gorontalo.

Discussion

Application of Textbooks in the Covid-19 Pandemic Period 9

Based on research conducted by distributing *google forms*, it can be seen that the respondents who filled out the google form that we distributed via the link: https://bit.ly/Teliti_BukuAjar totaled 40 lecturers consisting of 7 (Seven) Study Programs, namely: 1) S1 Management, 2) S1 Business Administration, 3) Hospital Administration, 4) S1 Nutrition, 5) S1 Pharmacy, 6) D3 Office Administration and 7) D3 Health Analyst. Based on the results of the analysis carried out, the results of this study can be seen in table 1 below:

Table 1. Lecturers Who Make Textbooks at Bina Mandiri University Gorontalo

No	Study program	Lecturers who have applied textbooks in class (%)	Lecturers Who Have Not Implemented Textbooks in Class (%)
1	S1 Management	31%	69%
2	S1 Business Administration	37.5%	62.5%
3	S1 Hospital Administration	0%	100%
4	S1 Nutrition	67%	33%
5	Bachelor of Pharmacy	0%	100%
6	D3 Office Administration	9.09%	90.91%
7	D3 Health Analyst	50%	50%

The application of textbooks in the classroom in the learning process at Bina Mandiri University Gorontalo has not been carried out in its entirety by all lecturers in the Study program. Even by looking at the data in table 1, it can be concluded that there are 2 study programs whose lecturers have never made textbooks at all. While the existing study programs have lecturers making textbooks, the percentage of the number of lecturers is still below 50%. Apart from that, there is 1 study program where most of the lecturers have made and implemented textbooks in the classroom.

Overall, the use of textbooks in the learning process can be seen in the following figure:

Apakah anda pernah membuat buku Ajar?
40 jawaban

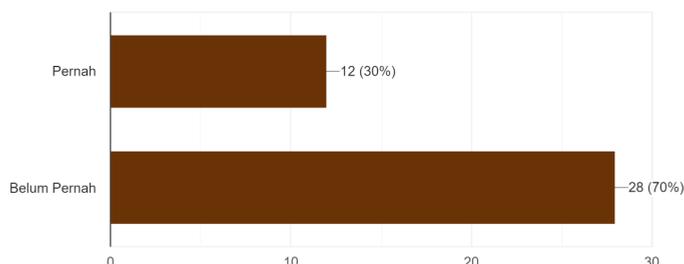


Figure 1. Number of Lecturers who make Textbooks

Supporting and Inhibiting Factors

Factors supporting and inhibiting lecturers from using textbooks as learning media in achieving learning competencies that have been determined in order to improve learning outcomes.

FAKTOR PENGHAMBAT

- **Beban Kerja yang tinggi**
- **Kurang Pelatihan**
- **Keterbatasan Waktu**
- **Kurangnya Pengetahuan**
- **Kurangnya Fasilitas Pendukung**
- **Keterbatasan Biaya**
- **Belum adanya motivasi Dosen untuk menulis**

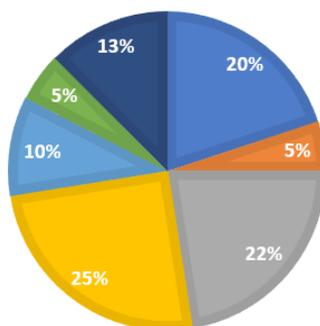


Figure 2. Obstacles Lecturer Make Textbooks

Based on the interview form that has been filled in by the informant, related to the inhibiting factors for lecturers in making teaching materials, it can be concluded that 25% of the inhibiting factors are the lack of knowledge in making textbooks, then the lecturer's time limitation factor which consists of 22% and the high workload factor of 20%. While the rest is caused by the lack of motivation of lecturers to write (13%), lack of supporting facilities (10%), lack of training and limited funds (5% each).

Furthermore, from Figure 3 below, it shows the supporting factors for Lecturers in making textbooks, namely the most informants with a percentage of 25% (There is a Free WEBINAR on Textbook Writing), 23% (Functional Lecturer Tasks), 20% (The most important part in learning), 12% (Complete references), 10% (Easy publisher access), 7% (Lecturers have expertise) and 3% (one of the DIKTI HIBAH schemes). The description can be seen in Figure 3 below:

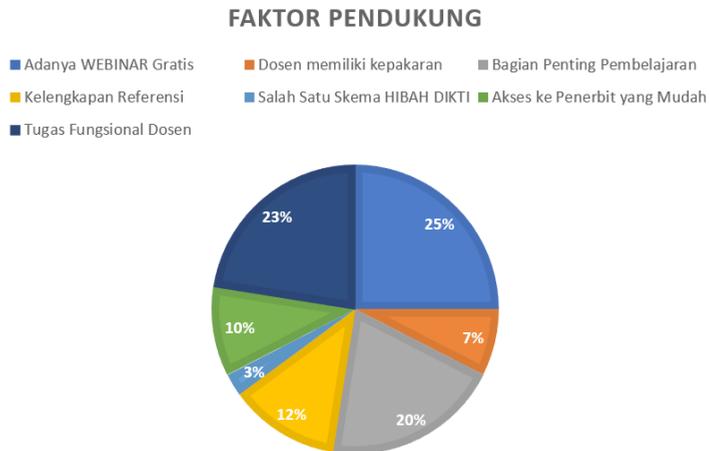


Figure 3. Supporting Factors for Lecturers in Making Textbooks

Conclusion

1. Textbook strategic role in order to aspire problems Education Online in Covid 19 current pandemic. However, the application of textbooks at the Bina Mandiri University in Gorontalo cannot be carried out to the maximum, this is because only 30% of Lecturers have created and implemented Textbooks in Learning in the midst of the Covid 19 Pandemic.
2. The inhibiting factors for lecturers at the University of Bina Mandiri Gorontalo have not created and implemented textbooks, dominated by factors: 1) Lecturer's lack of knowledge, 2) limited time to create and 3) high workload.
3. Supporting factors for lecturers at the University of Bina Mandiri Gorontalo who have not created and implemented textbooks are 1) the availability of free webinars that can be accessed, 2) Lecturer's Functional Duties, and 3) Important Parts in learning.

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CAPACITY BUILDING FOR NURSES IN HEALTH SERVICES AT HOSPITALS

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Abstract

Nurses are at the forefront of health services and even have a major influence in determining the degree of quality of health services in hospitals. So that the knowledge, skills and attitudes of nurses need to be improved, especially in the professional aspects of health service delivery. The purpose of this study was to describe and analyze the capacity building of nurses in health services in hospitals. Method; This research is qualitative with a case study approach. The focus of the research is the extent to which the steps of the nurse capacity building process in health services in hospitals. The instrument used in this study was the researcher himself. Data collection by interview, observation and literature review. Data analysis using; condensing data, presenting data, and drawing conclusions or verification. The results showed that the capacity building process carried out by the hospital had gone well, but it needed to be improved in terms of spiritual and technological abilities for nurses so that it would improve the quality of health services. Conclusion; that in improving health services, capacity building for nurses is needed by adding the concept of a spiritual and technological approach. This study can contribute concepts to nursing management in developing the capacity of nurses in improving the quality of public services in the health sector

Keywords: Capacity Building; Nurse; Service quality

Introduction

Public service is an activity carried out by individuals or groups with factors based on systems, specific procedures, and methods in order to satisfy other interests in accordance with the authorities they have (Khozin, 2010). Health services that aim to maintain and rehabilitate public health (Pundenswari, 2017). The results of the study (Al-Mhasnah et al., 2018) show that the low level of patient satisfaction is influenced by the low quality of services provided. This condition is triggered because organizational planning and strategies are not yet mature or even carried out so that health services are generally not implemented. The process of

implementing this organizational capacity building will have implications for the organizational structure which is still not well structured and effective due to weak coordination between personnel (Sobeck & Agius, 2007). Factors limiting nurses' involvement in research include hierarchies of power among disciplines, scarce resources, lack of postgraduate and postgraduate educational opportunities, few senior mentors, and overly long funding of nursing research (Edwards et al., 2009).. The competency profiles of the three core domains of self-awareness and use, the spiritual dimension of the nursing process, and assurance and quality of skills and the six core competencies of dealing with one's own beliefs, handling the subject, gathering information, discussing and planning, providing and evaluating, and, integrating into policy (Van Leeuwen & Cusveller, 2004)it is far from conclusive on the required qualities of nurses. Method.? A qualitative literature review was conducted to draw together information from the nursing literature in order to formulate nursing competencies. A format developed for higher nursing education in The Netherlands was used; this consists of description of a general domain, specific competencies, vignettes, key focus and objectives. Results.? The resulting competency profile has three core domains (awareness and use of self, spiritual dimensions of the nursing process, and assurance and quality of expertise.

Background

The presence of nurses in providing health services in the hospital is very important, accompanying patients 24 hours a day beside their families. The ability, skills and professionalism of nurses and the existence of accountability in public health administration. So, there needs to be an effort made for capacity building of nurses in providing quality health services in hospitals. Peningkatan kapasitas sektor kesehatan terkait erat dengan konsep masyarakat sehat di mana masyarakat diberdayakan untuk meningkatkan kesehatan individu dan kolektif dengan mengubah kondisi fisik dan sosial yang secara langsung berdampak pada kesehatan (Todsén, 2003). The importance of compassion as well as some common perceptions of the attributes of compassionate care. The differences reported were not as significant as had been expected (Papadopoulos et al., 2015). **Aim** The purpose of this study is to describe and examine the process of health care services by nurses, determinant factors in the process of health services and how to develop strategies for capacity building of nurses in health services in hospitals.

Method

Study design and settings

This is a qualitative research that describes and examines the capacity building of nurses in health services. The research approach used is a case study approach. Data sources and informants, in this study, the type of data was obtained based on the method of collection, namely primary data and secondary data. The focus of the research is the extent of the nurse capacity building process in health services. The instrument used in this study was the researcher himself, so the researchers themselves as a research instrument generally managed to obtain valid and reliable data. The data was collected by means of interviews, observation and literary studies, by means of; the process of entering the research location getting in, in this process the researcher takes care of matters related to the research permit procedure in the field; when at the research location getting along, by communicating to build trust in informants who will be used as one of the data in the study; data collection logging the data. Data analysis using steps; condensing data, presenting data, and drawing conclusions or verification. Data condensation refers to the process of selecting, shrinking, simplifying, summarizing, and transforming data.

Result and Discussion

Capacity building is related to organizational structure, where capacity building is a continuous learning process to develop capacity, therefore in order to run, a small-scale frame is needed in accordance with organizational conditions based on organizational structure. This implies that there are many things that must be considered in order to develop the organizational capacity. Therefore, management is needed to place the right person in the right position the right man in the right place. To achieve these goals, a structure is needed as an organizational strategy translation into its implementation process in the field with the intention that organizational goals can be achieved effectively and efficiently through making flexible structures to adapt to dynamic conditions (Brown et al., 2001). Leadership models for health transformation for decades exist in hospitals that administrators and medics have been operating professionally (Denis & van Gestel, 2016). That compensation and promotion are positively related to job performance in the hospital, this signals that the performance evaluation function needs to be clarified to employees and improved so that it can play a better role in improving job performance (Khatibi et al., 2012)

The existence of an organization is very much determined by the capacity of a nurse, because nurses are at the forefront of providing health services in hospitals. Therefore, nurse capacity building is determined by the existence of

shared commitment, leadership, regulatory reform, institutional reform, resources and culture (Cuthill & Fien, 2005). If the aspect of nurse competence can be realized, it will give birth to the capacity building of the hospital organization which includes the capacity of the hospital in developing; policy capacity, implementation authority and, operational Efficiency (Green, 2005). This study focuses on the cultural influence of innovation performance in a specific industry where measurable performance is critical for competitive survival (Shahzad et al., 2017). Healthcare institutions need to reduce the level of burnout, create and enhance a supportive and fair working environment to enhance the level of affective commitment and consequently the job performance of the nursing staff (Jyoti & Lochan, 2016). Satisfaction is proven to provide a relatively good relationship with improving work performance in the field of health services (Suprpto, 2019).

To strengthen the process of the birth of nurse's capacity building, a model is needed as an approach to accelerate the birth of new concepts in providing health services in hospitals. The spiritual approach is a way of using meaning, values, goals and motivation in making decisions that are made and everything that should be done, spiritual is the intelligence of conscience (Cooper et al., 2016) and they are grounded in conceptions of nature that differ from the ecosystem services conceptual framework. To support our case, we engage with theories of the aesthetic and the spiritual, sample the discourse of 'wilderness', and provide empirical evidence from the recent UK National Ecosystem Assessment Follow-on Phase. We observe that accounts of spiritual and aesthetic value in Western culture are diverse and expressed through different media. We recognise that humans do benefit from their aesthetic and spiritual experiences of nature. However, aesthetic and spiritual understandings of the value of nature lead people to develop moral responsibilities towards nature and these are more significant than aesthetic and spiritual benefits from nature. We conclude that aesthetic and spiritual values challenge economic conceptions of ecosystems and of value (including existence value. That the spiritual approach is characterized by certain values that appear good in oneself, other people, nature, life, and whatever is considered (You & Lim, 2018).

The spiritual approach in this study as a new model in developing nurse capacity building in carrying out the main tasks and functions of the spiritual dimension is based on religious practices related to the divine dimension as the owner of the highest power. To establish a close relationship with God, through religious activities with the hope that it can be facilitated in carrying out their main duties and functions as a nurse. Therefore, a nurse's spiritual approach can be characterized by using a religious foundation in working to serve patients. A

strong and sincere urge to work as an embodiment of worship rituals can even facilitate every work problem he faces. The technology approach in this research is a model developed in encouraging the birth of capacity building. The technology-based nursing service approach is the speed, ease, and accuracy in carrying out nursing actions which means that nursing services also depend on the efficiency and effectiveness of the existing structures in the overall system of a hospital. Thus, spiritual and technological approaches are a strategy for developing capacity building for nurses in order to produce health services that survive in hospitals. Ease of use and perceived benefits do not affect IT acceptance, on the other hand ease of use affects perceived benefits. The city government of Palembang has benefited from using IT in providing services to the public sector.

Conversely, even though information technology provides many conveniences and provides great benefits, the acceptance of technology is still limited (Cordella & Tempini, 2015). The method of developing a patient care system at the health center makes it easier for the puskesmas to process patient data and patient medical records into reports (Wasilewski et al., 2017). Using the concepts of e-bureaucracy and functional simplification and closure support for the argument that bureaucracy should be preserved and enhanced where e-government policies are concerned (Wasilewski et al., 2017). That the use of information technology affects satisfaction (Mackert et al., 2016) wearable technology, and mobile apps. The direct availability of this information to patients, however, may be complicated by misunderstanding of HIT privacy and information sharing. Objective: The purpose of this study was to determine whether health literacy is associated with patients' use of four types of HIT tools: fitness and nutrition apps, activity trackers, and patient portals. Additionally, we sought to explore whether health literacy is associated with patients' perceived ease of use and usefulness of these HIT tools, as well as patients' perceptions of privacy offered by HIT tools and trust in government, media, technology companies, and health care. This study is the first wide-scale investigation of these interrelated concepts. Methods: Participants were 4974 American adults (n=2102, 42.26% male, n=3146, 63.25% white, average age 43.5, SD 16.7 years).

That the dimensions of critical existential thinking and transcendental awareness have a significant effect on the assurance of the dimensions of human presence from caring behavior; the production of personal meaning and the expansion dimension of the conscious state have a significant impact on the perception of emotions and managing the emotional dimensions of IE; and managing the emotional dimension itself IE has a significant impact on respect for others and the assurance of the human presence dimension of nurse caring behavior (Kaur et al., 2015) The nurse needs to begin to develop spirituality as a

specialized area of inquiry with its own knowledge, methodology, assumptions, and core discipline (Swinton, 2006). The views and values that women have about pregnancy and birth as well as the strong spiritual connection they have with the fetus (Hall, 2006). Spiritual action and spiritual care education and training in nursing are recommended as possible options to enhance spiritual care education in nursing (Narayanasamy, 1999) this is followed by a review of empirical studies on spirituality and nurse education which conclude that nurses' knowledge and skills related to spiritual care are impoverished because of a poor role preparation in this dimension of care. The asset model (actioning spirituality and spiritual Care education and training in Nursing. Personality and environmental factors can influence the level of discipline of nurses in providing health services (Suprpto & Lalla, 2020). different factors were associated with subjective and objective health and functional capacity showing wide range of individuality (Ahlqvist et al., 2016).

Conclusions

That the process of implementing capacity building for nurses has not been optimal. It appears that the organizational structure is not well structured and effective due to weak coordination between personnel. Weak delegation of staff responsibilities and minimal use of staff capabilities. This condition is triggered because the planning and organizational strategy in developing the capacity of nurses has not been properly carried out so that it has an impact on the quality of health services. Based on the results, spiritual and technological approaches to capacity building for nurses need to be enhanced and explored in every health meeting and health care contact. The focus of the first-line nurse is on a position where this kind of assessment is carried out and allows proactive nursing interventions to be planned.

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PRINCIPAL LEADERSHIP MANAGEMENT IN THE NEW NORMAL ERA

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Abstract

Leadership, especially in educational institutions, has a size or standard of work that must be carried out by the principal as the highest leader. Leadership is the process of influencing others to take steps or actions towards a common goal. Therefore, leadership is the activity of influencing others to want to work to achieve predetermined goals, through the implementation of discipline and work results. Based on the explanation above, this article focuses on the role and function of the Principal's Leadership in the New Normal Era to continue to pay attention to the discipline applied in schools. The purpose of writing is to describe the leadership management of the Principal of The New Normal Era through the application of discipline to elements of the school/ /school institution to comply with policies or rules. Principal Leadership in the New Normal Era

Keywords ; Leadership Management. New Normal

Introduction

The principal is an organizational leader who is often referred to in formal education organizations. One element of the organization 's most important is human, internal personnel al school organizations comprised of the principal, teachers, student / student and school administration employees, the principal activities are in doing is the academic activities and the activities of the process of learning.

The principal as a formal educational institution plays an important role in improving the quality of education through learning to support the smooth running of development in Indonesia as a whole. Source power superior man is a major requirement for the realization of the nation and the country forward. Regardless of the size of the natural resources (SDA), the available capital and infrastructure, in the end, only reliable human resources can achieve the nation's and state's development targets. In this perspective of thinking, a nation can not achieve progress without a good education system. Education is the basic capital to create superior human resources.

Teachers and school administrative staff are human resources or important components in schools where teachers are one of the human components in the teaching and learning process, who play a role in efforts to form potential human resources in the field of development. Therefore, teachers who are one element in the field of education must play an active role and place their position as professionals in accordance with the demands of a growing society. In this case the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning.

The leader of education is very important in instituted formal me carry out the vision, mission, programs and goals of formal institutions. Whether or not the educational goals are implemented is highly dependent on the skills and wisdom of the principal in leading a school or institution that he/she oversees. The success of education in schools is largely determined by the success of the principal in managing the education and educational staff available at the school (Mumayyizah, 2011: 2), in this case, increasing productivity and work performance can be carried out by improving the behavior of education personnel in schools. A good school principal if he has good leadership relationship, with teachers and school elements, it will achieve a competitive and superior institutions through the results; good achievement for students, teachers and employees, especially principals, especially in this new normal era. In the New Normal era, school principals should be able to quickly and precisely act intelligently in setting good policies to keep the learning system implemented, both offline and online without ignoring and continuing to pay attention to health protocols to pay attention to stopping the spread of the COVID-19 outbreak.

Based on the above explanation of this article on the role and functions of Leadership Principal New Normal to continue to pay attention to discipline applied at schools. Writing objectives Describing leadership of Principal DI Era New Normal through the application of discipline to school elements // school institutions to comply with the policies or rules. Principal Leadership in the New Normal Era

Discussion

Leadership Roles and Principal Functions ;

According to Rivai (2009 : 148) the role can be interpreted as behavior that is regulated and expected from someone in a certain position. Leaders in organizations have a role, every job brings with it expectations of how the person in charge behaves. The role of leadership in the team according to leadership oriented to maintain the group are as follows ; a) Preservation of the goal (gatekeeping),

b) Harmonize (harmonizing). c) Support (support). d) Describe the standard
e) Analyze the process. The principal's leadership, especially in educational institutions, has a size or standard of work that must be carried out by the principal as the highest leader. According to Mulyasa (2009: 90) it was conveyed that a school principal must carry out his role as a leader by carrying out his functions, especially in this new normal era.

In the normal New Era, the activities of educational institutions; Schools can practice discipline. According to Tita Rosita (2008: 15-16) ; Discipline is important for activities ; 1) Preventive; is an activity carried out to encourage employees to follow various standards and rules, so that any activity can be prevented. Its main objective is to encourage self - discipline among subordinates. In that way the members of the school/institution, can maintain their self-discipline not only because they are forced by the leader, but because of their self-awareness. The rules such as: attendance, use of working hours, timeliness of completion of work, can be carried out online. 2) Corrective actions are taken to deal with violations of the rules and try to avoid further violations. What is useful in corrective discipline in the new normal era in educational institutions /schools are ; a) Warning by communicating all regulations to members of the institution. b) As far as possible discipline can be applied, in order to understand the prevailing circumstances in a situation and condition. c) Consistent, namely the lungs of organizational members are invited to implement the rules and also provide sanctions for those who make mistakes, according to the mistakes they made. d) Not personal (impersonal), meaning that this disciplinary action does not look at the individual, but any violation will be subject to sanctions that apply to the institution. 3) Progressive: Progressive discipline means giving more severe penalties for repeated offences. The goal is to give employees the opportunity to take corrective action before more serious penalties are carried out. The steps in providing progressive punishment are : verbal warning, written warning, suspension, and also dismissal.

According to government regulation No. 53 of 2010 concerning civil servant discipline regulations. Defining work discipline is the attitude or behavior of civil servants' ability to obey their obligations and avoid the prohibitions specified in the laws and regulations and/or official regulations which, if not obeyed or violated, will be subject to disciplinary punishment.

Discipline is a condition which is created and developed through a series of behaviors that indicate the values of obedience, loyalty, regularity and or order. The discipline imposed by the principal in the new state of normal, me have three aspects important, namely: a) Train the mental attitude of its members to maintain an obedient and orderly attitude as through mind control and character

control b) Good understanding of the system of behavioral rules, norms, criteria and standards, so as to foster a deep understanding or awareness that obedience The norms, criteria and standards are an absolute requirement to achieve success (success) in the new normal era c) Personal attitude, is behavior that naturally shows sincerity, to obey all things carefully and in an orderly manner.

Factors Affecting Discipline

Hasibuan (2008: 195), suggests that the factors that affect the discipline is as follows: a) The purpose and capabilities : through knowledge and self-awareness affect the level of discipline of members of the school. The purpose of activities to be achieved must be clearly je welding and ideally defined, and quite rewarding and challenging situations and circumstances, especially in Whoa covid 19, requires the ability of a leader to direct agency members of the school. b) Exemplary leadership: leadership was instrumental in determining discipline employees for exemplary leadership and role models by subordinates. The leader must set a good example, be well disciplined, honest, fair and in accordance with his words and actions, with the example of a good leader, the discipline of subordinates will also be good. c) Remuneration : Remuneration (salary, welfare, compensation, incentives) also influences the disciplinary policy of subordinates, because remuneration will provide satisfaction and love for subordinates to the institution, through the leader. If the subordinate's love for work is higher, the discipline will be better. To realize the discipline subordinates who both institutions should give reply to the services that are relatively large, without prejudice to member / element of the school / institution. d) Justice : Justice contributes to the realization of the discipline of subordinates / employees, because of the ego and human nature that always feels important and asks to be treated the same as other humans. Justice which is used as the basis of wisdom in the provision of remuneration or punishment will stimulate the creation of good employee discipline. e) Waskat (Inherent Supervision): Waskat is the most effective concrete action in realizing the discipline of the company's subordinates. Waskat means that superiors must be active and directly address the behavior, morals, attitudes, passion and work performance of their subordinates. With alert, superiors can directly know the ability and discipline of each individual subordinate, so that the performance of each subordinate is assessed objectively. So waskat requires active togetherness between leaders and employees in achieving organizational goals. f) Punishment Sanctions : Sanctions play an important role in maintaining the discipline of subordinates / employees, with increasingly severe penalties, employees will be more afraid of violating organizational rules, disciplinary attitudes and behavior of employees will be reduced. Heavy/light punishment

sanctions that will be applied affect the good and bad discipline of employees. Penal sanctions should be determined by consideration of logical, reasonable and informed it clear to all employees. **g) Assertiveness** : The firmness of the leadership in taking action will affect the discipline of employees / subordinates of the school institution, the leadership must be brave and firm to act to provide sanctions in accordance with what the company has previously determined. Thus the leadership will be able to choose the discipline of employees / subordinates of the institution. **h) Human Relations** : Harmonious human relations among employees contribute to creating good discipline in a company. management should strive to create an atmosphere of harmonious human relations among all employees. Employee discipline will be created if the human relationship in the organization is good.

Work Discipline of Teachers and Employees in the New Normal Era

Especially self discipline in this regard, leaders should help employees develop and improve the standard of behavior patterns, as well as the implementation of the rules as a tool to use to download discipline. Discipline is essential instill respect for authority, instilling cooperation, as well as instilling a sense of respect for others (Rusmawati, 2013: 399). Principal important to implement the work discipline of teachers and employees because it is a school principal means used to influence, lead and guide teachers and staff to together -Same do the work that has been so as to inculcate discipline and teacher work employees to achieve school goals that have been determined together.

Some based case new era Normal is the result of observation at the school through work discipline found that teachers and administrative staff / employee:

1. It was still found that teachers and staff did not arrive on time, nor did they use masks in an orderly manner.
2. There are still schools that are closed, carrying out online/online/virtual learning from home, there are only security officers/guards at the school.
3. School tillers hour picket ; teachers take turns ; scheduled every working day.

From the results of these observations, it has been shown that some teachers and employees are still not disciplined. However, on the other hand, teachers and employees have neglected the interests of students. As is often found in the field :

1. Teacher- teacher on time when starting the clock through online which begins morning, because in the first class to have 2 team teaching so that if one of the teachers there are late / not attend will not interfere with the lesson hours.

2. Teachers and administrative staff try to serve students or fulfill students' rights well, as evidenced by up-to-date learning, and always try to be creative in providing learning and for student graduation administration.
3. Teachers and administrative staff continue to try to guide students well, as evidenced by the various achievements of outstanding students and creative teachers, even in the new normal.

From some of the conditions obtained from the results of the field observations indicate that the principal is very ber role important in the implementation of the discipline to the process of learning even in situations condition the new normal, so the presence of school leadership; related to the behavior of its members that can affect the quality of the school. As in a study by Mumayyizah (2014) with the title *The Effect of Principal Leadership Style and Discipline on Teacher and Employee Work Motivation* that partially leadership style variables affect teacher work discipline. The dominant variable in influencing the work motivation of teachers in this study is the leadership style variable. In addition, Enni, et al. (2013: 6) in his research related to the *Effect of Work Discipline and Principal Leadership on Teacher Performance in Elementary Schools* that based on the results of statistical analysis, it was obtained that the multiple correlation coefficient (r) = 0.882 and the coefficient of determination (r^2) = 0.777. This means that there is a strong relationship between work discipline and the leadership of the principal simultaneously with the performance of teachers at State Elementary Schools, North Lampung Regency. For that, a leader must really lead the main important factor in an organization, especially schools where the important component is students, as well as teachers and employees.

Conclusion

From the description above, discipline in the work of members of the organization/institution/school can measure the influential leadership of the principal in the form of actions that will be shown by members of the school element through the attitude and behavior of obeying the rules.

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MANAGEMENT STRATEGIC OF COUNTERING ANARCHIST DEMONSTRATIONS IN MAKASSAR CITY

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Abstract

Preliminary; almost every demonstration with an anarchic nuance is bound to result in material and even mental losses. The impact can occur on the protesters themselves, the security forces. This study aims to examine and describe the actions of anarchist demonstrations, the determinants of overcoming demonstrations and the prototype of a strategic management model for dealing with demonstrations in Makassar. Method; The research is descriptive qualitative. This type of research is descriptive qualitative with a case study approach at the Mobile Brigade Unit of the South Sulawesi Police. Data collection techniques are through observation, interviews, and documentation studies. The data sources used are primary and secondary data sources. Data collection was done by observation and interviews. The data analysis used was descriptive qualitative through interpretation and in-depth meaning by simplifying data, presenting data, and drawing conclusions. Results; that the description of anarchist demonstrations is shown by the shallow understanding of the issue of demands expressed in the form of collective actions of the participants of the demonstration. Determinant factors include decisive leadership to deal with demonstrations based on rules and orders with the principles of discipline, hierarchy and loyalty. Conclusion; that the novelty model of strategic management prototype for overcoming demonstrations with the acronym "Barracuda" is proposed, namely Brain, Arrival, Action, Understanding, Democratic Governance. This model can provide alternative solutions in an effort to overcome demonstrations. Problem solving model from state oriented to democratic governance by involving consistent collaboration of actors.

Keywords: Strategic management, Overcoming demonstrations, anarchists

Introduction

Almost every demonstration with the nuances of anarchy inevitably results in material and even mental losses. The impact can happen to the protesters themselves, the security forces, and even to other citizens who are not involved in the anarchy demonstration. The phenomenon of rallies or demonstrations in Makassar. The South Sulawesi Police Mobile Brigade Unit needs a new strategic management to be more responsive and anticipatory to all developments and changes in the form and way demonstrators take action.

Anarchist demonstrations are handled with preventive and repressive measures. The obstacles faced by the National Police in tackling anarchic demonstrations are because the limited number of Polri personnel is not proportional to the number of protesters. This condition shows that the number of police personnel in handling demonstrations has strategic power, but must be supported with complete facilities (Andiansah, 2010).

The efforts that have been made in handling demonstrations in the jurisdiction of the East Lampung Police are; The pre-emptive effort is to give appeals to protesters about good demonstration procedures and notify relevant agencies that are the target points for demonstrations and or demonstrations (Yudasena et al., 2021). Efforts to deal with it by taking firm action against the perpetrators of vandalism by identifying the perpetrators of mass mobilization at the time of demonstrations, as mass movers and provocations to carry out acts of destruction during demonstrations (Mahendra, 2016).

Demonstrations, especially by students, often lead to violence. In fact, the patterns and tendencies of violence that arise are relatively the same. Clashes with security forces are often the main choice for students because according to him there are strong reasons. The security forces were judged not to be pro-students because their actions were continuously monitored and blocked. This shows that violence is a social phenomenon that continues to occur repeatedly and intentionally. Human decisions to commit violence are driven by the gap between value expectations and value capabilities. This study aims to examine, analyze and describe as follows: an overview of planning, implementing and supervising demonstration actions, determinant factors that can support strategic management of counter demonstration actions and prototypes of strategic management models for countering demonstrations.

Method

The research location is in the Mobile Brigade unit of the South Sulawesi Police. This type of research is a qualitative research with a descriptive research approach based on the objective of obtaining a complete and realistic description of the strategic management of countermeasures. Primary data sources and secondary data sources. Primary data sources were obtained from interviews with selected informants and the results of observations made at the Police Mobile Brigade unit. This key informant was the commander of the Mobile Brigade unit of the South Sulawesi Regional Police, and the supporting informants consisted of the battalion commander, Brimob members, students, NGOs and community leaders. The focus of the research is the strategic management of overcoming

demonstrations carried out by the Brimob Police Unit based on rules, plans, implementation and supervision. Data collection techniques are interviews, observations and documentation. The data analysis technique used consists of three stages, namely; data reduction, data presentation, and conclusion drawing.

Results and Discussion

Overview of planning, implementing and monitoring demonstrations

The results of the research show that the description of the planning, implementation and supervision of demonstration actions by the South Sulawesi Police Mobile Brigade Unit has been carried out according to its duties and functions. It is proven by carrying out various strategic managements, especially in overcoming demonstrations in the jurisdiction of South Sulawesi. The higher the psychological motives, external support, and situational conditions in demonstrations, the higher the tendency to take anarchist demonstrations. The repressive actions of the apparatus became the trigger that led to the counter-productive success of overcoming the demonstrations in Makassar.

According to (Aditya, 2017) said that the handling of demonstrations went through three stages, namely the preparation stage, the implementation stage and the consolidation stage. Internal factors are lack of coordination between units, then external factors are people who still think traditionally about development (Januarzah, 2017). In handling demonstrations in the field, every police officer is allowed to act according to his own judgment but must be based on security, order and the public interest (Aryani, 2011). The phenomenon of acts of anarchy in demonstrations often occurs in demonstrations that occur, so it must be understood that acts of anarchy in demonstrations have a close relationship with acts of violence that have actually been growing in society for a long time. Recent acts of mass violence seem to be used as a tool or means to put pressure on the aspirations voiced by all elements of society, who are angry at the old structure to get involved/participate in changing various public policies that have been felt full of injustice (Fragusty, 2019).

(Sapari, et al, 2008) said that the police took aggressive actions against the demonstrators as a retaliation to the previous aggressive actions of the demonstrators such as cursing, throwing or hitting. Subjects tend to act aggressively towards demonstrators while on duty to secure demonstrations, subjects perform acts of aggression against demonstrators such as acts of verbal aggression by the subject as a reaction to acts of verbal aggression committed by demonstrators, such as insults and cursing against the subject and his group, and Actions Physical aggression by the subject, such as beating and kicking the demonstrator, was a

reaction to the previous actions of the demonstrators by pelting or hitting the subject.

Determinant factors that can support the strategic management of overcoming demonstrations

The results of the study show that the determinant factors include leadership factors that determine to overcome demonstrations based on rules and orders with the principles of discipline, hierarchy and loyalty. The *siri na pacce* cultural factor which is a reflection of the noble values of Bugis Makassar which is shown by the determination to defend opinions, propriety and fighting for truth and honesty can be manifested in solving problems in overcoming demonstrations. The role of information technology is decisive in managing information quickly and correctly and can shape public perceptions related to demonstration issues received by demonstration participants. Factors The resources of the apparatus in tackling demonstrations are determined by the professional ability of the apparatus in order to maintain security and order, the comfort and safety of the community. The pre-emptive, preventive and repressive capabilities in tackling actions must be based on rules and justice and humanity in the Mobile Brigade Unit of the South Sulawesi Police.

Police must be able to create a conducive situation. The inhibiting factor for the implementation of security is worrying because it will not support it in the event of a big riot (Romadhon, 2020). Changes in the organizational environment that are increasingly complex and competitive, require every organization and company to be more responsive in order to survive and continue to grow. The phenomenon of leadership style in Indonesia has become an interesting problem and has a big influence in political and state life. The role of leadership is very strategic and important in an organization as one of the determinants of success in achieving the mission, vision and goals of an organization (Alam, 2015).

The role of the Brimob unit in handling demonstrations in conflict resolution from mediation to finally getting a win-win solution. Obstacles are overcome by increasing the strength of members, adding PHH and rantis facilities, and increasing accommodation costs; efficiency in handling demonstrations by increasing coordination and administrative integration between Satwil, Brimob Sat, and Polda (Atiek Rohmiyati, 2016).

Prototype of strategic management model for countering demonstrations

Prototype model of strategic management of countermeasures demonstrations with the acronym “Barracuda” namely Brain, Arrival, Action, Understanding, Democratic Governance. This model can provide alternative solutions in an effort

to overcome demonstrations. The problem-solving model from state oriented to democratic governance involves consistent collaboration of actors.

Brain

In fact, every expression of opinion must be preceded by a set of knowledge about the content of the claim and the experience of each person or group before carrying out demonstration actions. Therefore, every submission of ideas or brainstorming in the implementation of demonstration actions must be complete and systematic.

According to (Minter & Reid, 2007) that Brainstorming is a method to bring up creative problem solving by encouraging group members to throw ideas while withholding criticism or judgment. Brainstorming, in its many forms, has become the standard tool for ideation or the development of new ideas.

Arrival

Arrival means arrival. In relation to the handling of demonstrations, that the arrival is meant that before carrying out a demonstration to express opinions, the arrival process needs to be well prepared. Likewise, every demonstrator understands the situation and conditions before arriving at the destination of the action.

The system for handling action demands should be carried out with accountability through official answers by continuing discussions to draw conclusions. Statements accepted or rejected require acceptable reasons. Openness in the current democratic era actually lies in public trust, if public trust is higher, the chances of protesting against a policy will also be smaller.

Action

The term Action not only describes physical actions performed by humans, animals, or things, but also describes mental actions such as thinking, imagining, and others. Actions at demonstrations are legal to be carried out by various elements of society, including students and farmer organizations. Demonstrations are a form of productive expression from a group of people that contain demands for circumstances, reality, an overflow of awareness and even a form of critical national education, so it needs action in healthy demonstrations without anarchy.

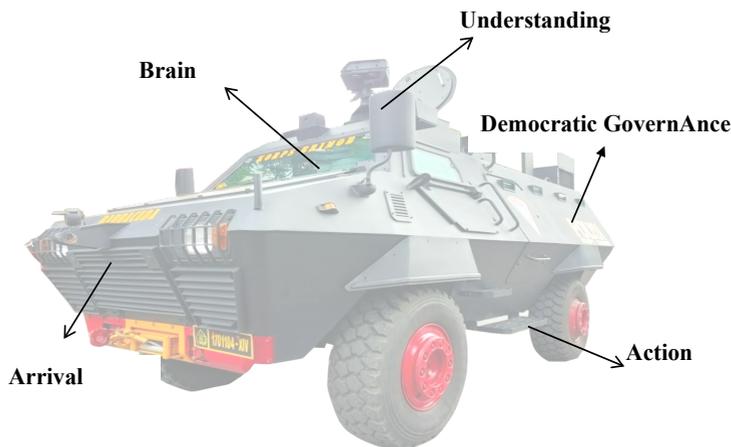
Understanding

The concept of understanding actually understands the rules and interests of others can be fulfilled through respect for one's rights. Healthy demonstrations without anarchy, in addition to improving the public service system, there needs to

be awareness and control from the demonstrators as well as mutual understanding from the police security for mass actions/demonstrations that are ideal so that no party feels disadvantaged and even becomes a victim of riots to determine the implementation of security development Public order and public peace with the core of the Indonesian National Police as a professional state law enforcement instrument, is regulated in Law No. 2/2002. State of the Republic of Indonesia, and expressing opinions in public is one of the human rights guaranteed in Article 28 of the 1945 Constitution that: “Freedom of association and assembly, expressing thoughts orally and in writing and so on are stipulated by law.”

Democratic governance

Every demonstration action must prioritize collaboration between actors as the basis for social policies that are based on resource exchange, interdependence, trust, negotiation and reciprocity. In a democratic system, every person, organization and group has the same opportunity to express their demands. This is in contrast to undemocratic countries, where the opportunity to make demands is very limited to certain groups. Political parties, with one of their functions as agents in political communication, have an important role in conveying these demands.



”BARRACUDA” Prototype Model for Overcoming Anarchist Demonstrations
(Taufik Iskandar, 2020)

Conclusion

Whereas the novelty model of a strategic management prototype for overcoming demonstrations with the acronym “Barracuda” was proposed, namely Brain, Arrival, Action, Understanding, Democratic Governance. This model can provide alternative solutions in an effort to overcome demonstrations.

Problem solving model from state oriented to democratic governance by involving consistent collaboration of actors.

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PERFORMANCE EVALUATION OF KINDERGARTEN TEACHERS THROUGH THE GUIDANCE OF BOOST SCHOOL SUPERVISORS IN BONGOMEME DISTRICT, GORONTALO REGENCY

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Abstract

This study aims to (1) determine the objective conditions of the performance of Kindergarten teachers throughout the District of Bongomeme, Gorontalo Regency, (2) find out what hinders the performance of teachers in implementing the program in schools. (3) knowing the evaluation of teacher performance through the guidance of supervisors in Kindergarten Se Bongomeme District, Gorontalo Regency.

The results showed that the implementation of the school program was carried out with continuous supervision by the school supervisor. In addition, the performance of teachers in carrying out their duties and responsibilities as teachers need to be supervised and fostered. The factors that hinder the performance of teachers in Kindergarten schools, Bongomeme District, Gorontalo Regency, in this case the factors that affect teacher performance, are geographical location, economic factors, educational qualifications, and family factors. Evaluation of teacher performance through guidance at the Kindergarten Institution, Bongomeme District, Gorontalo Regency using the CIPP method, as presented in the appendix table, shows that, overall, the final average of teacher performance results in general is sufficient.

Keywords: Evaluation, CIPP, Teacher and Supervisor Performance

Introduction

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By looking at the quality of education of a nation, one will be able to estimate the country's rank among countries in the world. Therefore, advanced nations will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, organizing various competitions in various aspects of education,

or sending the nation's youngsters to study in other countries. These various efforts were made because of the awareness of the importance of education, and the belief that a nation that ignores education will become a backward nation, which will be unable to compete with other nations.

In Indonesia, the low quality of education is one of the four main problems of education that have been identified since the 1960s. The attention to education is indeed quite large, but despite the many efforts made, until now the problem of the quality of education seems to have not been overcome. Complaints about the low quality of graduates continue to resonate. Elementary, junior and senior high school graduates have not been able to reason and think critically, and are still dependent on teachers (D. Nielson, et al, 1996; Nasoetion, 1996). The ability of students to be independent has not been realized, so that students' initiatives to start something are not too often found. Mastery of students is more focused on factual knowledge because that is what is required in the final exam. The root causes of all of this are certainly many, but the main accusations are mostly directed at the teacher because it is the teacher who is the spearhead in the field who meets students on a programmatic basis (Wardani, 1998). Therefore, the teacher is considered as the party most responsible for the results achieved by the students.

In the world of education, the role of the teacher is very important, namely the person who is responsible for educating the lives of students, and is responsible for all attitudes, behavior and actions in order to foster students to become moral, capable, and useful people for the homeland and nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Menpan Regulation No. 16 of 2009).

Teacher Performance Assessment (PK GURU) is one of the efforts in carrying out the duties and functions attached to the functional positions of teachers carried out in accordance with applicable regulations to ensure a quality learning process at all levels of education. The implementation of PK Guru is not intended to make it difficult for teachers, but on the contrary, PK Guru is implemented to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services.

The implementation of PK Guru is not intended to make it difficult for teachers, but on the contrary, PK Guru is implemented to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services. Finding out exactly what teachers are doing in the

classroom, and helping them to improve their knowledge and skills, will directly contribute to improving the quality of their learning, as well as assisting teachers' career development as professionals.

This research has advantages in terms of evaluating teacher performance through supervisory guidance with the advantages of (1) This study was conducted to find out factually the teacher's performance, (2) Knowing optimization through guidance in target schools, and (3) This research was conducted in a relatively remote area. district center. Based on this, research can be a description specifically related to teacher performance through supervisory guidance.

It is hoped that the evaluation of teacher performance through supervisory guidance can provide warnings and input on teacher performance that has not been maximized, so that it can improve according to the standards of educators in early childhood education. So with this, it is necessary to make improvements in managing schools academically and managerially and the learning process as needed in improving the quality of education.

The factors that hinder teacher performance from evaluating teacher performance through supervisory guidance are due to several factors including; (a) motivation, (b) Leadership, (c) Regulation, and (d) Welfare). Motivation in this case has an impact on the encouragement of teachers in carrying out their duties, the leadership of the principal is a determinant of the success of an institution, regulations that often change make it difficult for teachers to apply according to new procedures, and lack of welfare can lead to obstacles for teachers in carrying out their duties. With these factors, it is necessary to evaluate teacher performance so that teacher performance optimization occurs, when these factors need to be controlled, the results of teacher performance can be optimally well.

From the existing problems, schools in this case principals, teachers and stakeholders have the responsibility to improve the quality of learning and education in schools, especially teachers as spearheads in the field and in the classroom because they are in direct contact with students in the learning process.

Method

The approach method used in this study is an evaluative approach. According to Wirawan (2012: 43) that evaluation research is basically focused on the final recommendation which confirms that an evaluation object can be maintained, improved, improved or even dismissed in line with the data obtained. Meanwhile, the steps taken in evaluative research are as follows: identification of components, identification of indicators, identification of evidence, determining data collection methods and determining data collection instruments. In this study, it was carried

out to obtain data and produce conclusions in the field regarding the evaluation of teacher performance through the guidance of the supervisors of kindergarten-assisted schools in Bongomeme District, Gorontalo Regency.

Research Results and Discussion

This study will describe the initial conditions of teacher performance in Bongomeme District, Gorontalo Regency. Based on the results of observations, it can be stated that the teacher's performance is still under the supervision of the supervisor, because there are still some teachers who have not reached the standard of achieving the 8 standards that are the obligations of a teacher.

The targets of supervision in these target schools are the following kindergarten teachers in Bongomeme District:

Table 1 Monitoring targets

NO	SCHOOL NAME	PRINCIPAL	STATE OF THE TEACHER		
			GE	NON GE	Amount
1	TK Mutiara Dulamayo	Nini Ismail Razak, S.Pd	1	2	3
2	TK Mootilango	Yusna M. Lasena, S.Pd		2	2
3	TK An-Nur	Sriyanti N. Adam, S.Pd	1	2	3
4	TK Al-Amin	Sunarti Bobihu, S.Pd	1	2	3
5	TK Ar-Rahman	Testin Amrain Yunus, S.Pd		3	3
6	TK Mawar	Iyam Usman		3	3
7	TK Mutiara Batulayar	Meilinda S. Bobihu, S.Pd		2	2
8	TK Adelweis	Tini Nanu, S.Pd		3	3
9	TK Manggis	Fatmah Ismail Dehi, A.Ma	1	1	2
10	TK Al-Ikhlas	Irawati Abdullah, A.Ma		2	2
11	TK Mawar Indah	Lian Nur, A.Ma	1	1	2
12	TK Melati	Salma Muchtar Ishak, S.Pd		3	3
13	TK Mustika	Rani Ismail, S.Pd	1	3	4
14	TK Handayani	Sance Nani Tuna, S.Pd		2	2
15	TK Al-Hikmah	Hadijah Ishak Rahmola, S.Pd		1	1
16	TK Tapak Indah	Rika Hasan		2	2
17	TK Al-Ma'wah	Susanti Lahami		1	1
Amount			6	35	41

Based on the table above, it shows that Bongomeme Subdistrict has 17 kindergarten institutions that are under the guidance of the Gorontalo Regency Education and Culture Office supervisor. In this case, it can be described that there are 6 teachers who are civil servants and 35 who are non-civil servants, so the total number of kindergarten principals and kindergarten teachers in Bongomeme District is 41 people.

Seeing the results of the supervisor's assessment in the 4 competencies attached, it can be revealed that the teacher's competence in this case is in the sufficient category. The data presented are the results obtained from the supervisor. Of the 17 kindergarten institutions in Bongomeme Subdistrict, Gorontalo Regency which became the research locations and were samples of teacher performance assessments, they still needed guidance and guidance by supervisors to achieve good competence. Researchers in this case become the main instrument in collecting research data to reveal facts and data.

Based on this description, with the initial conditions of the kindergarten in Bongomeme District, Gorontalo Regency, it is necessary to carry out evaluation activities to improve teacher competence in carrying out their duties and responsibilities in managing and educating the nation's children. In addition, the data on the condition of teachers totaling 41 teachers as a whole spread across 17 kindergarten school institutions in the Bongomeme District, that the status of teacher education qualifications is S1 and some are high school graduates, this is the main factor in the ability of teacher competence.

Discussion

In this discussion, the researcher will describe several points that became the results of the research in this case related to the objective conditions of teacher performance in Bongomem District, Gorontalo Regency. Basically, it can be stated that the initial condition of teacher performance depends on the guidance of supervisors because there are still teachers who do not meet the standards of achievement of pedagogic, personality, professional and social competencies.

With the findings of the research on the initial conditions of teacher performance in Kindergarten, Bongomeme District, Gorontalo Regency, through interviews, it can provide information that teachers in 17 kindergarten institutions can be described in terms of Kindergarten institutions located in 15 villages in Bongomeme District in Among them, (1) Mutiara Dulamayo Kindergarten, (2) Mootilngo Kindergarten, (3) An-Nur Kindergarten, (4) Al-Amin Kindergarten, (5) Ar-Rahman Kindergarten, (6) Mutiara Batulayar Kindergarten, (7) Kindergarten Al-Mawar, (8) Adel Weis Kindergarten, (9) Al-Ikhlas Kindergarten,

(10) Mangosteen Kindergarten, (11) Mawar Indah Kindergarten, (12) Melati Kindergarten, (13) Mustika Kindergarten, (14) Handayani Kindergarten, (15) Al-Hikmah Kindergarten and (16) Tapak Indah Kindergarten, and Al-Ma'wah Kindergarten

Furthermore, it can be stated that the teacher's performance through the guidance of the supervisor has gone through a supervisory procedure of both coaching and mentoring to improve teacher performance. That way the teacher still expects the school supervisor to always give directions. Researchers can reveal that teachers need guidance because there are still many teachers who are non-civil servants so that there is a lack of training provided to support the quality of early childhood education.

Based on the results of the discussion, it can be concluded that the ability of teachers to manage and educate needs guidance and direction from supervisors to improve teacher performance as duties and responsibilities in carrying out their duties. As for the comparison of the four stages of CIPP evaluation in the results of the study, it can be revealed that:

1. Context, describes the results of the initial findings in the study to be considered by the evaluator to be the initial data for both observations and interviews.
2. Input, in this case providing a monitoring flow to detect teacher performance based on the material provided by school supervisors to teachers through various periodic activities.
3. Process, in this case this stage is to measure the success of teachers through evaluations carried out to become material for improvement of supervisors and teachers in order to achieve good and systematic institutional management and learning processes.
4. Products, with this stage will be a benchmark and provide input to teachers to further improve teacher performance through the guidance of school supervisors for Kindergarten (TK) Bongomeme District, Gorontalo Regency.

Conclusion

The initial condition of the Kindergarten school in Bongomeme District, Gorontalo Regency, it can be said that the 17 kindergarten institutions (TK) described in the research results obtained have met the operational standard criteria for implementing school programs with continued supervision by school supervisors. In addition, the performance of teachers in carrying out their duties and responsibilities as teachers need to be supervised and fostered. Of the 17 kindergartens there are 41 teachers and only 6 PNS teachers, around 35 are non-PNS so this affects the quality of education.

Evaluation of teacher performance through guidance at the Kindergarten Institution, Bongomeme District, Gorontalo Regency using the CIPP method, as presented in the appendix table, shows that, overall, the final average of teacher performance results in general is sufficient. This is a finding for supervisors to improve in improving teacher performance in order to contribute to the world of early childhood education in Gorontalo Regency.

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FOOD INSECURITY ALLEVIATION STRATEGIES BY THE POOR IN TRIMURTI VILLAGE, BANTUL REGENCY

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Abstract

Sustainable benefits to address, food security, improve nutrition, and motivate sustainability. Food insecurity still occurs and the food security sub-system is inadequate. Community problems in Bantul Regency are food and economic insecurity. The research objective is to overcome food insecurity in Trimurti Village. Qualitative research method is the technique of collecting data through interviews, observation, and documentation. The result of the research is that an effective strategy for the poor in overcoming food insecurity is to change their diet, change their work, and need food or money.

Keywords: food insecurity, food security strategy, Trimurti Village.

Abstract

The benefits of sustainable development are overcoming hunger, realizing food security, improving nutrition, and motivating sustainable agriculture. Food insecurity still occurs and the food security sub-system is inadequate. Community problems in Bantul Regency are food and economic insecurity. The research objective is to overcome food insecurity in Trimurti Village. The research method is qualitative while the data collection technique is through interviews, observation, and documentation. The result of the research is that the strategy implemented by the poor to overcome food insecurity is to change the way they work and eat and get into debt.

Keywords: food insecurity, food security strategy, Trimurti Village.

Preliminary

To achieve food security, improving nutrition and agriculture, sustainable development is needed (United Nations, 2015). Sustainable agriculture can achieve

food security. In order to create a resilient population from food security, it must be able to produce food in a sustainable manner.

Food security consists of available food, absorption, nutrition, and food access (Hanani, 2012: 2). Food security is part of national security because of the target of national development (Miyasto, 2014). Indonesia's food security index has not increased significantly from 71 (2016) to 69 (2017) out of 113 countries in the world (Food Security Agency, Ministry of Agriculture, 2018). This is due to the unequal distribution of food. Distribution is related to survival and food nutrition (Hapsari and Rudiarto, 2017: 133). This causes malnutrition and food insecurity, despite the availability of food.

In DIY, there is sufficient amount of food but 16 villages are vulnerable to nutrition and food (Food Security and Extension Agency, DIY, 2016). The reason is poverty so that they have to buy quality food in very low quantities. In 2017, it shows that in March 2017 food products against the poverty line were 71.52% (BPS DIY, 2017). This means that it is very difficult for residents in DIY to obtain food.

Nutrition is the result of food security. Malnutrition is characterized by low birth rates of around 4.86% and increased to 5.52% in DIY in 2017. Indicators of nutritional status can be seen from stunted growth.

Based on Table 1. shows that the nutritional status of pregnant women with SEZ has increased where in 2017 it was around 10.70 while in 2018 it was around 11.76 (DIY Health Office, 2018:23). So that the case of malnutrition in DIY is related to food needs.

Table 1. Nutrition of DIY Population

Year	Less Baby Prevalence Nutrition (%)	Infant Case Prevalence Low Birth (%)	Prevalence Stunting (%)	Nutritional Prevalence of Pregnant Women with Chronic Energy Deficiency (KEK) (%)
2017	8.26	4.86	13.86	10.70
2018	7.94	5.52	12.37	11.76

Source: DIY Health Office, 2018.

Table 2. Food Prices in DIY 2018

Ingredients (Kg)	Rice	Sugar	Cooking oil	Chicken meat	Chicken eggs	Beef	Red onion	Curly red chili	Big Red chilli	Cayenne pepper
Price (Rp)	8,900	11,000	9,000	33,000	25,100	115,000	22,000	21,000	26,000	26,000

Source: Food Security and Extension Agency, 2018

Food supply in DIY is safe because there is a surplus of rice which is a mandatory food ingredient, but access to this food has not been easy.

According to food material data in DIY in 2018, the price of rice is Rp. 8,900/kg, sugar Rp. 11,000/kg, cooking oil Rp. 9,000/liter, chicken meat Rp. 33,000/kg, chicken eggs Rp. 25,100/kg, beef Rp. 115,000/kg. kg, shallots Rp. 22,000/kg, curly red chilies Rp. 21,000/kg, large red chilies Rp. 26,000/kg and red chilies Rp. 26,000/kg (Food Security and Extension Agency, 2018) become standard day prices and inflation can occur on holidays and new year. Natural resource factors have not been able to help ensure food security.

Trimurti Village is located in Bantul Regency, Srandakan District with a food production area of 66 ha of rice harvested area, 4 ha of peanut harvested area, and 9 ha of soybean harvested area (BPS Bantul, 2019: 61). The purpose of the study was to find out strategies and analyzes in overcoming food and nutrition insecurity carried out by the poor in Tri Murti village, Bantul Regency.

Theoretical Review

Survival Strategy

Survival strategy is a strategy to meet the needs of life (Setia, 2005:6). In general, survival strategy is a person's ability to overcome problems in his life. The ability of families in optimizing assets is a solution in overcoming the problems of living necessities (Suharto, 2009:29).

Strategies to overcome economic pressures (Suharto, 2009: 29) are as follows:

1. Active strategy, which is to take advantage of the assets owned. For example: carrying out additional work.
2. Passive strategy, namely avoiding waste. For example: savings on the purchase of clothing, education, food, and housing.
3. Network strategy, namely establishing formal, institutional and social relationships. For example: debt, the existence of assistance programs, and borrowing money.

According to Ellis (2000), to survive, we must know the concept of livelihood. This is very important to know and implement. The purpose of this concept is to meet economic, social and ecological needs in a balanced and just manner. To ensure survival, a livelihood is needed so that you will get income (money or goods), relationships, and property rights.

The strategy for the development of a sustainable life is a livelihood strategy to overcome conflicts and pressures (Kusuma, 2016: 24). The livelihood strategy

consists of the choice of sources of livelihood in the community (Widodo, 2011:12).

The livelihood strategy aims to get the maximum benefit as well as the relationship to choose and get a job. According to (Widodo, 2011:12) there are strategies in getting a job, namely (1) carrying out various kinds of work even though they get low rewards, (2) establishing kinship or relationships, and (3) moving people to other areas.

To earn income, residents have a strategy in meeting their needs, namely the existence of an economic strategy consisting of an optimal workforce, population movement, multiple livelihoods, while the social strategy is assistance through kinship and institutions to meet the welfare of the region.

Food Insecurity

Food insecurity can be interpreted as a population that has not been able to meet and have not fulfilled the food needs in a certain area in order to meet the health and development of the population. The cause of food insecurity is a disaster and at a certain time (Food Security Council, 2006:57).

Food security means that all individuals can easily access their food needs so that they can live a healthier life, while food insecurity means that food needs cannot be fulfilled. This is due to inadequate food in terms of quality and quantity, uneven distribution of food, and not yet easy access to food (Ariningsih and Rachman, 2008: 240). So that food insecurity is the cause of food security problems (Hanani, 2012).

Food security is about food, and the goal is people. It is necessary to have available food, access to food, and food absorption as a solution for the population in overcoming food problems. All of these sub-systems must be met so that food security can be achieved. In addition, food security strategies can improve in overcoming food insecurity, namely food, protein and adequate food reserves.

According to Jumarianto (2001), there are ways to achieve food security, namely residents can grow food such as corn, vegetables, and cassava and residents can create food reserves for a very long time supply by maintaining food raw materials.

In general, raising goats, ducks and chickens is a very productive asset and is maintained by the poor. This is also a strategy to achieve food security (Hanani, 2012). The cause of the poor have not been able to access their food needs, namely inflation (increase in food prices).

The social capital of the poor to meet food needs must be based on several factors, namely: (1) trust, will arise if they have an attitude of honesty, (2) network, maintain good interaction relationships; (3) norms, regarding discipline, (4) reciprocity (helping), and (5) mutual cooperation (Usman, 2018; Fitria, 2017).

Food Needs Fulfillment Strategy

Food Coping Strategy Theory is a theory of food adaptation that is answering about food. The purpose of this theory is to overcome food problems that occur by changing the rules of eating, namely meal times, food quality, amount of food, and type of food (Jumarianto, 2001).

Food diversification is the process of making food, distributing food to using food. Foodstuffs that can be diversified are vegetables, fruit and side dishes (Tampubolon, quoted by Suyastiri, 1998). The purpose of diversification is a strategy to overcome and adapt to food insecurity. In dealing with food insecurity, it is necessary to analyze food security, such as strategies for survival, concepts and strategies for food security.

Research methods

The research method used is descriptive qualitative, namely research that aims to examine the observed attitudes in the form of descriptive data both oral and written (Moleong, 2014:4). The benefit is that it can describe and explain strategies to overcome food insecurity by the poor in Trimurti Village. Data collection techniques are observations, interviews and documentation.

Discussion

The type of work of the Trimurti villagers is casual labor and is a lower middle class community who earns a day's income. Sand mining activities are the most important livelihood but have not been able to meet economic and social needs.

The cause of income that has not been able to meet the needs of life is due to demographic conditions and inadequate facilities and infrastructure such as poor quality sand due to its proximity to the slopes of the volcano, the number of trucks and limited sales volume (Ermando, 2018).

To meet the needs of life which is very increasing and varied, additional income is needed, for example being a factory or building worker. Family members also help in earning a living or to make ends meet.

The following are the factors that cause public debt, namely as follows:

1. Changes in economic conditions.
2. Social identity.

3. Low income.
4. Debt can create happiness (Herispon, 2017).

To meet the lack of income, namely by borrowing or debt. Debt is not a solution because it requires careful consideration. In addition to debt and borrowing, there is also assistance from the government and social value because it helps in meeting food needs.

Social value is help from relatives or relatives. The value of mutual help and mutual assistance is very much applied by the Trimurti Village community, for example lending money and or food.

Strategies in realizing food security are as follows:

1. Changing the Intensity of Eating

The food security strategy is changing the eating process starting from choosing and buying food ingredients and diversifying food. Food diversification, namely changes in food choices, restrictions on food portions, namely reduction in intensity, and types of food.

Planning in eating needs to be carried out because it must be adjusted to the amount of income. The poor people in Trimurti village must be able to manage their income wisely, reduce waste and be able to save finances as effectively and efficiently as possible and be able to take advantage of existing resources.

2. Food Debt

Food needs must be met immediately. If the condition of the population does not have sufficient income, then by borrowing money, or borrowing food. Mutual trust is needed so that the debt-receivable process can run optimally. In addition, poor people also get free assistance.

In overcoming food insecurity, the poor implement strategies to survive by utilizing capital, namely borrowing money or food. To meet food needs there is assistance to overcome the poor who lack income and land.

Closing

Conclusion

Based on the discussion above, the conclusions are:

1. Strategies to change work motives. Changes in work rules are carried out by optimizing the resources of family members to help earn income and utilize natural resources.

2. Strategies to change eating motives. Implemented by reducing food portions, choosing food ingredients at affordable prices and of moderate quality.
3. owe or borrow. Implemented by borrowing money or taking debt.

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THE URGENCY OF ACHIEVEMENT MOTIVATION IN LEARNING IN THE COVID-19 ERA

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Abstract

The COVID-19 pandemic has changed the learning model, starting from PAUD / Kindergarten. Elementary, junior high, high school to university, from face-to-face learning to virtual learning or online learning (online learning). This change in learning model cannot be denied has caused various problems, both for students and teachers, even parents. Of course those problems will affect the learning results obtained child / student / student, which in turn will also affect the quality of graduates and the quality of education overall. One of the factors that are considered important in minimizing various problems in online learning is the achievement motivation factor.

Keywords: achievement motivation, covid-19 pandemic

Introduction

The COVID-19 pandemic has affected education policies in Indonesia and even around the world. The COVID-19 pandemic has changed the learning model, starting from PAUD / Kindergarten. Elementary, junior high, high school to university, from face-to-face learning to virtual learning or online learning (online learning). This change in learning model can not be denied has caused various problems, both for students and teachers, even parents.

For children/ students /students, online learning can of course have an effect on interest in learning, learning motivation, and overall learning activities, as well as social activities. This influence becomes even more severe for children/students/students whose parents are unable to prepare *online* learning facilities, including the domicile of children/students who do not have an internet network. Studies and research find their influence on students' online learning, as in the study of Aji (2020), and Choiri; Fajrin; Novianti; Ms daughter (2021).

For teachers, online learning also affects the activities of preparing, implementing, and evaluating learning activities. Teachers must adapt learning preparation with online learning models, which were previously designed with

face-to-face learning, changed to online learning designs. Likewise, with the implementation of learning, teachers must change the methods and media used. The evaluation system also of course has to adjust.

For parents, online learning requires parents to be directly involved in children's/student's learning activities, accompany and control their children during the learning process, to help them complete school assignments. This role is increasingly felt to be heavy, considering that parents also have other routine tasks, both as heads and housewives, as well as tasks in work according to the profession they are engaged in.

Various problems have been described of course will affect the learning results obtained by the child / student / student, which in turn will also affect the quality of graduates and the quality of education overall. Therefore, it is necessary to think about the solution, considering that the covid-19 pandemic has not ended and the end of the period can not be predicted, as the results of the analysis of the epidemiologists. One of the factors that are considered important in minimizing various problems in online learning is the achievement motivation factor.

Discussion

Achievement motivation is one of the factors that can affect the learning process. McLelland (1987) calls achievement motivation as the *need for achievement* (*n-Ach*) or the need for achievement, or the need to get the best results. The term *need* refers to something that inevitably must be fulfilled, because if a need is not met it will cause problems. Like someone who does not fulfill their needs to eat, will make people become weak and even sick. Therefore, someone who has achievement motivation or *n-Ach*, will view an achievement as a necessity, and will try as much as possible to get that achievement. Thus, achievement motivation is very important in optimizing online learning. Wedhayanti, Suarni, and Dantes (2020) argue that efforts to improve the quality of education in order to improve the quality of student potential can be done, among others, by increasing achievement motivation. According to Murayama, Pekrun, Lichtenfeld & Vom Hofe, 2013; Prast et al., 2018, (in Damronpanit, 2019) Students with high expectations of academic success will have a clear tendency to exhibit positive behavior.

According to McClelland (1987:40) achievement motivation is an effort to achieve success or success in competition with a measure of excellence that can be in the form of other people's achievements or their own achievements. Lindgren (in Sugiyanto, 2009) suggests that achievement motivation is a drive related to achievement, namely the desire of a person to master obstacles and maintain high quality work, compete through hard efforts to exceed past actions and outperform

others. In addition Sarangi (2015) argues consistent fighting power of an individual to achieve success with a certain standard of excellence in a competitive situation. Heckhausen (in Haditono 1979:8) explains that the standard of excellence in question are: (a) the standard of task excellence (accomplishment of tasks as well as possible, (b) the standard of self-excellence (higher achievement compared to previous achievements, (c)) other people's standards of excellence (achievement higher compared with the achievements of others).

Online learning during the COVID-19 pandemic requires achievement motivation not only for students, but teachers also need to have it. McClelland (1987) mentions the characteristics of individuals who have high achievement motivation, as follows : (a) have a desire to compete in a healthy manner with themselves and with others, (b) have a desire to work well, (c) think realistically, knows his abilities and weaknesses, (d) has personal responsibility, (e) is able to make breakthroughs in thinking, (f) thinks strategically in the long term, and (g) always uses feedback for improvement. In addition, French (in Sugiyanto, 2003) students who have high achievement motivation will last longer on assignments compared to students who have low achievement motivation, even though they experience failure. They will attribute their failure to a lack of effort, and not to external factors such as difficulty with tasks, or luck. Students who have high achievement motivation always want success, and when they fail they will multiply their efforts so that they can succeed.

As with other mental aspects, individual student achievement motivation can change. This of course cannot be separated from various factors that can influence it. According to Mussen et al (1994: 289) factors that determine a person's level of achievement motivation in the field of specific tasks, namely: (a) the value attached to success in that field (value or incentive value); (b) the individual's expectation of success; and (c) attributions about why someone succeeds or fails.

Observing the behavioral characteristics of achievement motivation, it can be concluded that it is important for teachers and students to have achievement motivation in online learning during the covid-19 pandemic. Referring to the opinion of McLelland (1987), the students and teachers who have high achievement motivation, will have a learned behavior and the behavior of the teaching / learning as follows : (a) have a desire to compete fairly with himself or with others, (b) have the desire to work well, (c) think realistically, know his abilities and weaknesses, (d) have personal responsibility, (e) be able to make breakthroughs in thinking, (f) think strategically in the long term, and (g) always Utilize feedback for improvement. These various behaviors will be very influential, both in student learning activities, as well as in teacher activities in carrying out

learning, where with these behaviors student learning activities become more qualified, as well as teacher activities in carrying out learning. Quality learning and learning activities will lead to quality learning outcomes as well.

Conclusion

Achievement motivation is very important for students and teachers to optimize learning during the COVID-19 pandemic. The existence of high achievement motivation will have an impact on student learning activities to become more qualified, as well as teacher activities in carrying out learning. Quality learning and learning activities will lead to quality learning outcomes as well.

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ELEMENTARY SCHOOL TEACHER CREATIVITY IN IMPLEMENTING ONLINE LEARNING IN THE ERA OF THE COVID-19 PANDEMIC

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Abstract

Online learning is an option during the covid-19 pandemic, in addition to being an effort to break the chain of the spread of covid-19, it is also the only learning model that can be implemented during this covid-19 pandemic. Reality shows pandemic covid-19 had an impact on the activity of the student and teacher activities in learning, and the involvement of parents. Teacher creativity in learning is seen as being able to improve the quality of student learning so that it can optimize learning processes and outcomes during the COVID-19 pandemic. Creative teachers will be able to: create learning media that attract students' interest; make optimal use of various available learning media, in addition to creating creative media that can stimulate students' creativity ; used methods that stimulate students' motivation to learn ; and create effective collaboration with parents of students.

Keywords: teacher creativity, learning, pandemicovid-19

Introduction

Learning is an important activity in education, because through learning activities students are stimulated to carry out learning activities. As a system, learning consists of components, namely: teachers, students, materials, methods, media, and evaluation. These components are the determinants of optimal learning.

Pandemic covid-19 has changed the learning activities in schools (starting a garden childhood through college), from face to face activities into virtual activity, often called face-to-virtual, or better known as learning in the network (Online). This change, of course, caused various problems among students, including elementary school students, as the results of Puspita Sari's research; Tuyantari; and Suswandari (2021); and research results Marwanto (2021), in addition there is also research showing that online learning in primary schools during the pandemic

covid-19 went smoothly due to ad a his cooperation between teachers and parents (the Goddess, 2020).

Regardless of whether there are problems in online learning for elementary school students, the creativity of teachers is very important. Teachers should have high creativity so that online learning for elementary school students still gives results as expected, namely having various competencies by students as learning outcomes.

Discussion

1. Impact of the Covid-19 Pandemic on Education

Reality shows the many impacts of the COVID-19 pandemic on community activities, including educational/learning activities. The COVID-19 pandemic has had an impact on student and teacher activities, as well as parental involvement in education. These impacts are in the form of positive impacts and negative impacts. The positive impacts/ influences of COVID-19 include: training students' independence in learning, developing the ability to use information technology both for students, teachers, and parents, increasing parental involvement in their children's education. While the impact negative, among other things: limiting social interaction among students, student interaction with teachers, and parents / community in general, low activity of learning on the part of students, as well as anxiety and fear in students, teachers, and parents (Rahim; Hulukati; and Wantu (2021).

The negative influence of Covid-19 has caused concern to various parties. Mozammel, Soleman; Ahmed, Umair; Shakar, Nawal (2021) stated that there were many concerns about the problem of student academic achievement due to the shift in physical classes to online. As Hammerstein; König; Dreisörner; & Frey (2021) found a highly negative effect of school closure on student achievement especially in younger students and students from families with low socioeconomic status. But on the other hand, the results of Anggraeni's research; Alpine; Kodariah; (2021) from the aspect of learning anxiety, found that the level of learning anxiety of elementary school students during the COVID-19 pandemic did not show a high level of anxiety or was still within reasonable limits and was still considered mild, not causing excessive anxiety. In addition, the role of parents in assisting and guiding students to study at home is effective in overcoming student learning anxiety.

Online learning is an option during the covid-19 pandemic, apart from being an effort to break the chain of the spread of covid-19, it is also the only learning model that can be implemented during this covid-19 pandemic.

2. Teacher Creativity in Optimizing Online Learning in Elementary School

According to Kardoyo, et al (2020) creativity is very important to be able to face the challenges of the industrial revolution 4.0. Young quotes Vasudevan's opinion (in Rahim and Hulukati, 2021) which states that creativity is a skill that brings something new and valuable to society. In the economic field, creativity is considered as one of the pillars of economic and social progress (eg, Economy of Culture, 2006; Creative Economy Report, 2008; Creativity and Innovation European Year, 2009, in Sorgo, 2012), and creative people, (Kirton, 1976 in Sorgo, 2012), is a valuable resource in the inventory are limited. Communities, organizations and companies that do not recognize creativity as a key element of progress will stagnate or even decline.

Observing reviews about the importance of creativity, every teacher should have high creativity in optimizing the implementation of online learning. During the COVID-19 pandemic that is still engulfing the world today, teacher creativity in carrying out online learning is very important, both to minimize the negative impact of the COVID-19 pandemic on student and teacher activities, especially in elementary schools, as well as to help students acquire various competencies as learning outcomes.

Here are some of the creativity of teachers in optimizing online learning in elementary schools:

a. Creating learning media that attract students

The game tik tok has become interesting for children and teenagers, even adults. This attractiveness factor needs to be utilized by teachers by creating tik tok media for learning. Tik tok content is adapted to learning materials in order to help students have the expected competencies.

b. Utilize the available learning media creatively, and create creative media

Nowadays there are so many channels youtube which contains learning materials for certain subjects that can be used by teachers as a learning medium. Teachers will choose youtube that have content in accordance with the competencies to be achieved through learning. The use of media youtube can be used directly by the teacher during a lesson, or students are given tasks independently or in groups to learn the material disable in shown in the YouTube which has been chosen by the teacher. In addition to using YouTube existing, teachers can create your own. Of course it would be interesting and effective content YouTube made by the teacher because it has been adapted to a variety of factors such as: the students' characteristics, competencies to be achieved, and the time used.

c. Using methods that stimulate students' motivation to learn

The method used in learning is a way to help students learn optimally and obtain optimal learning outcomes as well. Learning methods are also closely related to the level of interest and motivation of students in learning, therefore creative teachers will choose and use methods that can generate high interest and motivation to learn in students. Teachers who creative will be able to create learning methods are more varied. These methods such as : methods song, methods of poetry, and a crossword puzzle. Teachers can use the children's song that has been commonly sung students, in which the instructional materials assembled in the form of song lyrics using a tune known students. Some teachers can use the methods of poetry, in which the learning material is made in the form of poems poetry with style that is attractive. In addition teacher creative will create puzzles - crosswords as learning methods. These methods will of course be more interesting for students than when teachers use conventional learning methods that have often been used in learning, such as the lecture method, question and answer, and discussion.

d. Creating good cooperation with parents of students

Online learning carried out from home, of course, requires the involvement of parents in accompanying children when studying at home. This is where it is important for teachers to build communication that can increase the motivation of parents to be involved in accompanying children while studying at home. Communication can be done through social media that most parents are familiar with. For parents who are not used to using social media, teachers can make home visits, which of course still implement health protocols to prevent the transmission of COVID-19.

Conclusion

Optimizing online learning in elementary schools during the COVID- 19 pandemic requires teacher creativity. Creativity is meant in the form of : creating learning media that attract students' interest; make optimal use of various available learning media, in addition to creating creative media that can stimulate students' creativity ; using methods that stimulate students' motivation to learn; and create effective cooperation with parents of students.

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LITERATURE ABILITY TO READ STUDENTS THROUGH THE MEDIA OF PICTURED CATCHERS IN ELEMENTARY SCHOOL

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Abstract

The problem statement of this research is whether or not the application of pictorial caterpillar as a learning medium can improve the class of I students' reading literacy ability at SDN 9 Kabila of Bone Bolango District. It aims at improving students' reading literacy ability through Pictorial Caterpillar Medium at class of I, SDN 9 Kabila of Bone Bolango District. The research method is classroom action research.

Findings reveal that in the pre-observation, only 3 out of 15 students (20%) are categorized able. However, in cycle I, it improves to be 5 students (33%) who are able, while there are still 10 students (67%) still categorized not able. Then, it improves more in cycle II in which there are 13 students (87%) categorized able although 2 students (13) are still not able. Hence, it can be concluded that the application of pictorial caterpillar medium can improve the students' reading literacy ability at class of I, SDN 9 Kabila of Bone Bolango District.

Key words : Reading Literacy, Pictorial Word Caterpillar Media

Preliminary

Literacy is basically a person's ability to read and write skills. This is in accordance with the understanding of school literacy according to the ministry of education and culture is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and/or speaking (Kemendikbud, 2016: 2). This understanding explains that, with students doing minimal reading and writing activities, it means that students have also carried out literacy activities. This understanding explains that, with students doing minimal reading and writing activities, it means that students have also carried out literacy activities.

Although literacy is a skillful form of reading and writing, it does not mean that all ages must understand what they read. Because basically, every age range has different abilities. A concrete example is that grade 1 students are certainly

different in their reading comprehension and writing skills with 6th grade students. This does not mean that as students get older, they can automatically improve their language skills, such as reading and writing. Because language skills are not natural. Language skills must be learned to be mastered by means of practice and practice that is carried out continuously.

This is evidenced by the findings in research conducted by Zulela, that even high-grade students have not been able to express the ideas that are in their minds coherently in good sentences verbally and have not been able to develop the story completely (Zuleha, 2013:7). Because students' literacy skills do not appear by themselves as they grow older, students' literacy skills need to be fostered and developed. For students, school literacy is a necessity. With good literacy skills, students are able to understand the knowledge conveyed and also received by themselves, both in oral, written, and visual forms. Without good literacy skills, students cannot receive knowledge optimally. Knowledge is not possible only given by the teacher continuously. Therefore, students are required to be able to explore and seek knowledge and information from various sources as knowledge enhancers. With good literacy, students are able to seek, process and understand knowledge well so as to make the nation's generation as quality human beings who are able to face the demands of the times.

Early childhood or elementary school age is a sensitive period during which early stimulation of brain centers involved in language leads to the development and maintenance of neural connections essential for language function. Reading environment at home, including the frequency between parents and children in getting used to reading along with the number of books available at home, provide important opportunities for language stimulation and verbal interaction that can promote language development in vulnerable children. Therefore, from an early age, children have been accustomed or trained to have reading skills both at school, at home or anywhere.

Having adequate reading skills is a prerequisite for understanding texts and for success in school, at work and in everyday life (Lonigan & Shanahan, 2009). The development of reading skills, as a prerequisite for becoming literate, is one of the most significant academic tasks that children undertake during their primary school year. When children engage in learning assignments at school, they develop an awareness of their own performance (i.e., self-concept of readers) and comparisons with classmates begin (Ames, 1992). After this evaluative process is carried out, failure to complete reading assignments can jeopardize the development of a sense of competence (Bente, Frijters, Solheim, 2015).

To overcome these problems, a suitable media or props are needed. The use of learning media will help the effectiveness of learning and delivery of messages or learning content, making students more active and in a pleasant learning atmosphere. This is done so that students are able to achieve the expected learning objectives. One of the learning media that can be used to improve reading literacy skills is the illustrated word caterpillar media. Pictorial word caterpillar media is a learning media that uses rectangular printed banners. This pictorial word caterpillar media uses letter cards, word cards and pictures made of thick paper and is circular in shape.

The letter cards are marked with elements of the alphabet or certain letters, the card is used as a word finding game. This learning media relies on illustrated word caterpillars which are the main factors in the learning process. Pictorial word caterpillars can help teachers achieve instructional goals because apart from being the cheapest and easiest to obtain media, they can also increase student activity. This media is suitable for first grade students because it increases students' interest and interest in learning to read. In addition, to make it easier for students to recognize letters, string letters into syllables, syllables into words and words into sentences.

Method

The type of research chosen in conducting this research is in the form of Classroom Action Research (CAR). This classroom action research was conducted at SDN 9 Kabila, Bone Bolango Regency. The implementation of the research which covers all stages of PTL which begins with initial observation activities to the collection and analysis and reflection of data. In conducting the research, the researcher involved the school in this case the classroom teacher as a partner in the learning process to facilitate the process of conducting research and collecting data. Continues until learning can be achieved or learning outcomes increase. The task of this partner teacher is to observe researchers in the learning process activities with the guidance of observation sheets, both teacher observation sheets and student observation sheets. The function of the teacher and student observation sheet is to see whether the selected learning media can improve student learning outcomes, according to the material and even see the suitability with student characteristics.

Discussion

At the initial observation stage, it was carried out to find out the description of the research location, research subjects and get a glimpse of how reading literacy is

in the lower class, especially in class I. Then Mrs. Endang directed the researcher to be able to directly meet the homeroom teacher of class I, Mrs. Nurhayati. Furthermore, the researcher conducted an interview with the homeroom teacher of class I, from the results of the interview it turned out that there were still many students who were not able to read.

Initial observations were carried out on Friday, January 24, 2020, the activity began with making observations and initial assessments to obtain data on reading literacy skills before taking class actions through the use of illustrated word caterpillar media. According to observations and the results of the initial assessment, student learning outcomes are still very low because many students have not been able to distinguish the shape of letters, assemble letters into syllables and words. In addition, in the learning process when the teacher asked the students, the students still could not answer or just kept quiet, and even often played when the teacher explained. So there are still many students who have not been able to achieve the value according to the minimum completeness criteria that have been set. This is also influenced by the absence of learning media that can attract students' attention so that many students still pay less attention to the teacher's explanation. Based on the results of observations and initial assessments, there were 15 first grade students at SDN 9 Kabila, Bone Bolango Regency, which can be described as follows.

From the observations before the class action was taken, it showed that of the 15 students, only 3 students or 20% were included in the capable category, besides that there were 12 students or 80% included in the poor category. For more details, can be seen through the following graph:

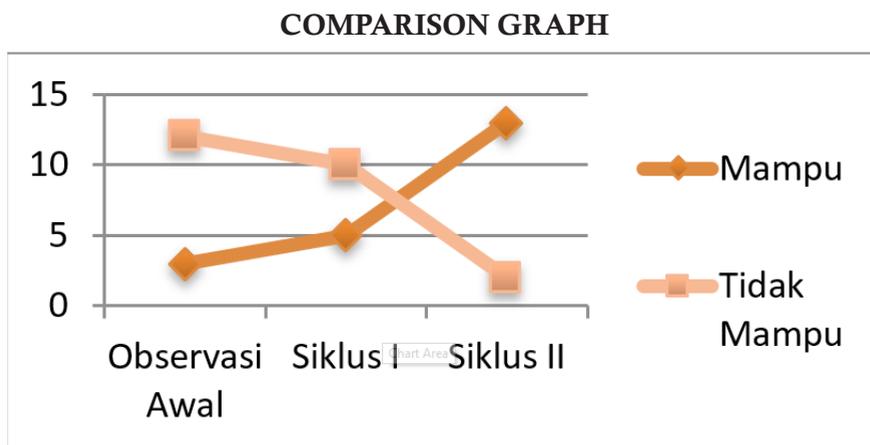


Figure 5. Comparison Graph of Reading Literacy Ability in Initial Observation, Cycle I, and Cycle I

In a study to improve students' reading literacy skills through the media of illustrated word caterpillars in class I SDN 9 Kabila, Bone Bolango Regency, each cycle has increased. The results of the study with the number of 15 students at the initial observation of students who could be categorized as capable as many as 3 students with a presentation of 20% and those who were unable as many as 12 students with a presentation of 80%, entering the first cycle increased to 5 students who were categorized as capable with a presentation of 33% and not able to amount to 10 students with a presentation of 67% and entering the second cycle increased again to 13 students with a presentation of 87% while those who were unable were 2 students with a presentation of 13%.

The results of data analysis showed that every action taken experienced a significant increase in the learning process through illustrated word caterpillar media in the reading literacy skills of students in class I SDN 9 Kabila, Bone Bolango Regency. According to Daryanto (2016:157) the illustrated word caterpillar media greatly facilitates the teacher in the process of teaching students to read. The advantages of this illustrated word caterpillar media are:

1. Image media has a concrete and realistic nature so that it is able to show the main problem compared to verbal media.
2. Images are easy to obtain, self-made and easy to use
3. The price is cheap and easy to obtain, and easy to use because it does not require special equipment.

Conclusion

Thus it can be concluded that the use of illustrated caterpillar media in elementary schools can improve reading literacy skills in elementary school children.

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PROBLEMATICS OF ONLINE LEARNING IN MI CHILDREN IN KECAMATAN HAUR GADING, HSU DISTRICT

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Abstract

The Covid-19 pandemic forces the learning system that was initially carried out face-to-face to switch to online learning. Of course online learning has many obstacles. This study aims to describe the problems of online learning from the views of students and their parents. Data were collected by interview, observation and documentation. Then the data is organized, synthesizes and generates conclusions. The research results indicate that the problem What children face during online learning includes internet connection and limited internet quota, students admit to being bored and less focused when learning online, limited IT skills of children especially their parents, limitations of parents providing devices, and lack of parental assistance when learning online.

Keywords: *Problems, Online Learning, MI Children, IT*

Introduction

The role of knowledge is very important for every person in order to increase his / her abilities so that they are able to compete in a multidimensional scope. Therefore, the world of education also needs to be flexible and adaptive to change. A teacher must have good competence to pass on his knowledge to students. So if a teacher does not have the competence that will support his profession in the classroom, there will be an imbalance between the teacher's abilities and the output produced from these educational products.

Education is essentially a process of coaching and training humans as learners. This coaching is directed towards thinking patterns, feeling and cultivating the soul. With guidance by the mind, human intelligence is cultivated [1, p. 2]. With human feelings, they become emotionally intelligent [2, p. 59] and with the soul spiritually [3, p. 98], humans become creatures who believe and fear Allah SWT [4, p. 9].

Education is recognized as a force that determines achievement and productivity in other fields. According to Theodore Brameld, Education as power

means competent strong enough to enable us, the majority of people to decide what kind of a world we want and how to achieve that kind of strength. to determine a world how we want and how to achieve such a world. There is no single function and position in society without going through the educational process).[5, p. 123]

Today's education is expected to be able to equip every learner with knowledge, skills, and values and attitudes, where the learning process is not merely knowledge-based but reflects the pillars of education. In this case the teacher not only teaches formal education but also other education and can become a figure who is emulated by his students. From this explanation, we can understand that the role of teachers is very important in the process of creating the next generation of quality both intellectually and morally.

But sometimes the learning process faces many problems, these problems can be caused by teachers and students. The problems that arise will have a tremendous impact on students. When the corona outbreak came to Wuhan('Dugaan Kasus Pertama Virus Corona di China Terdeteksi pada November 2019', n.d.) and at the beginning of 2020 to be precise in early March entered Indonesia(detikcom, n.d.)we are faced with a very extraordinary epidemic and the epidemic is very disturbing to the community, especially students. The outbreak is known as coronaviruses or better known as corona or covid-19('Ini Alasan WHO Memberi Nama Resmi Covid-19 untuk Virus Corona Halaman all - Kompas.com', n.d.). This very dangerous epidemic has a tremendous impact on the whole world, especially in Indonesia. So that many schools, offices, government agencies have closed during this pandemic. This tremendous impact also greatly worsened the condition of education in Indonesia. Since a decree from the Minister of Education and Culture was issued regarding efforts to prevent and spread corona all conventional (face-to-face) learning activities have begun to be temporarily closed. Educational activities feel like they are experiencing Lockdown.

The conventional learning system implemented by some teachers is slowly being replaced by various online learning applications that can provide space for direct interaction between teachers and students without having to meet in person. Teachers and students and even parents are forced to adapt quickly to this method. Indeed, in the midst of this situation, online learning is considered the most appropriate solution to do. Online learning is expected to be effectively implemented as a solution so that teaching and learning activities can continue even though circumstances do not allow face-to-face learning in the classroom.

Activities that should be carried out at school by students such as interacting with peers and also interacting with teachers are hampered by the closure of

schools and replaced with online learning. Interaction only takes place online. Apart from school, students' social abilities can be built and carried out at home with their respective parents through interactions when parents and students work together to complete school assignments given by the teacher. However, this interaction will not occur if the parents of students are too busy with work. [9, p. 188] from parents. (Prawanti & Sumarni, 2020)

Even though the school was closed, the demands in the learning process are still ongoing. However, the lack of technology knowledge of teachers, students and parents has become a problem in the application of online learning. MI children in Loksuga Village and Sungai Binuang Village, Haur Gading District, HSU Regency. In this case education and learning must be carried out online and offline. In the learning process at home or (online) during the corona pandemic, researchers were interested in researching "Online Learning Problems in MI children in Loksuga Village and Sungai Binuang Village, Haur Gading District, HSU Regency.

Based on the description in the background of the research above, the focus of the research is the implementation of online learning for MI children in Loksuga Village and Sungai Binuang Village, Haur Gading District, HSU Regency and the problems that arise in online learning for MI children in Loksuga Village and Sungai Binuang Village, Haur Gading District, District HSU.

Methods

From a scientific point of view, this study uses qualitative methods and types of narrative research. Qualitative descriptive research method is a research design that describes research data objectively. In this study, researchers only describe or describe the problems of online learning during the Covid-19 pandemic. The application of this design is carried out by collecting data, managing and presenting data objectively. Based on the research focus, this study discusses the problems in implementing online learning for MI children in Loksuga Village and Sungai Binuang Village Haur Gading District, HSU Regency, data collection using in-depth interviews with MI / SD children in Loksuga Village and Sungai Binuang Village Haur Gading District, HSU Regency. Researchers see the phenomenon as a whole, analyze the information obtained and then analyze and conclude the views of the informants that exist in the context of research naturally. Researcher collect data empirically. These data are used to understand the various kinds of activities that are developed into a pattern of researchers' findings, the pattern of these findings will then be verified by testing their correctness based on specific new data. Data collection was carried out in three stages, namely in-

depth and structured interviews, observation and documentation. Then the data is organized, synthesized, then conclusions are formulated.[11, p. 249–253]

Discussion

A problem is a “problem or problem”, so what it means is that Problematics is still causing debate, it still raises a problem that must be solved. We can find problems in everyday life. Problems or money problems exist every life caused or other impulses, from ourselves to always increase the results of our work. Big or small, little or much, everyone has a problem. The only difference is that there are problems that can be resolved immediately but some require research[12, p. 402].

The learning process is certainly faced with various problems. Learning problems are various problems that interfere, hinder, complicate, or even result in failure to achieve learning goals. Learning problems can be traced from the basic process of learning. In general, problems in the learning process can be traced to the factors that affect the learning process.

Online learning is learning that utilizes internet technology or networks in the learning process. Online learning is learning that is done at home or it can be anywhere and anytime. Indonesia and other neighboring countries spontaneously used this learning model because it was very urgent and it was not known how long online learning like this would occur, considering that the Covid 19 outbreak was still rampant. Online learning or online learning is the only learning model used in Indonesia. The rapid development of technology has brought this civilization to the 4.0 industrial revolution. Today we are in an age where technology and the internet support various lines of life.[13, p. 14]. This drastic change is certainly not easy for some parties to accept, but for now only technology with learning from home can be a bridge for the transfer of knowledge to continue. In the case of implementing learning from home, the teacher asks the parents and older siblings as resource persons whose steps have been given through the group. For implementation reports in the form of videos and photos must be posted through the group. Distance learning by applying the online assignment method for students through groups is seen as effective in emergency situations because of the corona virus like this. Many teachers use various methods of learning at home, some use online lectures, some continue to teach in class but are videotaped and then sent to student applications.

The Covid-19 epidemic is increasingly spreading, Indonesia is not spared from the outbreak. Schools, Universities like it or not, like it or not, they have to move to help overcome the situation. Schools began to vacate en masse. Learning from home is a certainty to break the covid-19 chain. In a situation like this all elements

need to adapt quickly. Information Technology (IT) and communication no longer stutter with the use of technology in the teaching and learning process. Learning through digital audio-visual or using the internet is commonly done everyday, at home. In this online implementation a teacher should know the steps for online learning, namely as follows.

First, teachers must take advantage of their time and give assignments via Google Classroom, pre-test or assign assignments using Google Drive. This is absolutely necessary to transfer knowledge to students. Second, a teacher must present planned and effective learning within the limited time they have considering that online learning is limited with internet quotas owned by students so that the teacher must be truly effective in utilizing learning time so that it is well structured so that learning objectives can be achieved. In this final online learning activity, a teacher should provide character reinforcement / motivation to students conveyed by the teacher to student guardians or students to become strong and ready students in any condition such as what happened during this corona pandemic. The rise of this covid-19 transmission has made the world restless, including Indonesia. Social distancing is implemented by the government in order to limit public interaction from crowds and avoid this virus.

The implementation of learning during the Covid 19 pandemic was carried out offline and online. Children in Loksuga Village are recorded as attending MI RAKHA, conducting offline and online learning. Offline learning is carried out by alternating from grades 1-6 every day with a limited number of students in one class. Meanwhile, online learning uses Whatsapp and Google classroom media. For the problem of constraints, it is usually related to the quota fee with the economic limitations of the students' families. In addition, there are limitations for parents who do not understand the use of cellphones. On the other hand, children during the learning process are not accompanied by their parents because they are busy working even though online learning cannot be effective if children in the online learning process are not accompanied by their parents.

Meanwhile, for children in Sungai Binuang Village, those who are registered at MIN 16 Hulu Sungai Utara and MIN 17 Hulu Sungai Utara also carry out offline and online learning. Offline learning activities are usually carried out once a week for one class and sometimes offline only for assignment direction. Respondents took part in online learning using Google Classroom and Whatsapp Group media. For children who do not have cellphones, learning is carried out offline. From the respondents' statements, the problems faced related to online learning were, first, the slow internet network in their place. The majority of respondents are located in rural areas, where the internet network is not good at

home. Second, respondents tend to want to play so that many are negligent with school assignments. Third, lack of understanding,

Based on the results of the interviews, there were several problems in the implementation of online learning in Lok Suga Village and Sungai Binuang Village. First, in terms of internet networks. Urban areas have many internet service providers, with sufficient internet network capabilities to support the online learning process. However, for rural areas, especially in these two villages, which are quite far from downtown Amuntai, there are only a few choices of internet service providers. Of those available, it turns out that the quality of the internet network is inadequate so that it does not support online learning. *Second*, lack of understanding of IT. The current development of technology is considered important because technology will help a person's teaching and learning process without having to meet face-to-face. However, not all people understand technology because some parents, especially those in rural areas, do not have communication tools such as cellphones.

The learning process that was initially carried out face-to-face has turned to online learning because of the presence of COVID-19, making the various parties involved have to adapt to new situations so that learning continues. Of course, online learning still has problems because most teachers and students have never done online learning. The problem of learning online is not just the use of technology.

Doing online learning requires a supportive gadget. Even if parents of students have gadgets, it is not certain that they are able and understandable to access platforms that support the learning process. Most of the parents of students and students only know the Whatsapp application. This is because both the parents of students and students do not keep up with technological developments. So that the learning process only uses Whatsapp to provide material and assignments to students. Meanwhile, even if you use Google Classroom, you will usually experience network problems because this feature requires a stable internet network and a large enough quota. Not to mention the features that are not necessarily understood by teachers, students and their parents.

Completion of assignments that are carried out completely at home makes students feel that the assignment given by the teacher is too much. As a result, many of these tasks are ultimately done by the students' parents. Children also feel bored because during online learning they cannot socialize directly with their friends.

This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning are not maximally accepted by students. Especially if there are students who do not collect the assigned assignments. Not to mention lessons that contain standard and theoretical concepts such as Mathematics, which require long explanations from the teacher and direct practice from children, online learning is certainly a challenge for the teacher.

The existence of these obstacles online learning becomes less effective. Learning becomes monotonous and less fun because it lacks innovation in the learning process because students and parents are less technologically literate so they don't understand how to access and use platforms that support the learning process. Not to mention the obstacles that occur in rural communities, from fees for quotas, not having devices, even the internet network is not evenly distributed to remote villages.

Conclusion

Based on the results of the research, it can be seen that changes in the implementation of learning from face-to-face to online certainly raise various kinds of responses and obstacles to the world of education in Indonesia, both from students and teachers. Some of the problems that generally arise in the implementation of online learning include learning applications, internet networks, availability of devices, learning management, and supervision.

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OBJECTIVE CONDITIONS OF MEDIA AND LEARNING FACILITIES IMPLEMENTATION OF ONLINE LEARNING (FROM HOME) IN EARLY CHILDHOOD DURING THE TIME OF COVID 19

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Abstrack

The policy of online learning from home at the early childhood level brings pros and cons. However, given the importance of stimulation given to children from an early age, various parties must adapt to the existing situation. This study aims to reveal the objective conditions of implementing online learning from home, especially in the aspect of media and learning facilities during the covid 19 period. This type of research is descriptive with a quantitative approach, respondents are PAUD educators totaling 325 people from 5 provinces in Indonesia (West Sumatra, West Java, Central Java, East Java and Gorontalo). Data collection techniques using a questionnaire by utilizing the google form application, percentage data analysis techniques. Conclusion of research results; 1) more than half of early childhood still have difficulty in participating in learning activities from home because of the ability of parents to provide the media and learning facilities needed. 2) most of the early childhood children live in areas that have problems with the availability of internet networks, so it is difficult for them to join in online learning activities and even if possible the applications that can be used are very limited. 3) generally all educators prioritize the use of WA applications

in supporting learning online during covid 19, besides there are several other application uses but the percentage is very small.

Key Word : Objective Conditions, media/learning facilities, Learning from home, early childhood, Covid 19

Introduction

Education is one of the important factors that determine the quality of human resources in a nation. Education carried out in various forms, methods or strategies basically aims to educate the nation's life (Indonesia, 1945). An intelligent nation is a figure of individuals who are able to find various solutions in dealing with problems or challenges in their lives. But the realization of a nation that has an intelligent life is certainly not an easy condition to realize. It requires involvement or cooperation of various relevant parties, both government, parents, educators/teachers, the community and the private sector, and besides that it must start from the beginning of each individual's life.

So far, the participation of all parties has shown a fairly harmonious relationship. So that both education through formal, non-formal and informal education moves dynamically. However, significant changes have occurred since the outbreak of the COVID-19 case, so because it is so dangerous, the WHO declared this a pandemic outbreak (Gita Laras, 2020). Responding to the dangers that occur due to the transmission of covid 19 and the number of areas in the territory of Indonesia that are declared red zone status (very dangerous), the government through the ministry of education and culture issued a policy to limit the implementation of learning activities in the school environment. The process of organizing learning activities is transferred from home with a distance approach, and optimizing the use of online learning systems (Ministry of Education and Culture, 2020)

The implementation of the policy of implementing learning from home is not always accompanied by the readiness of every student, teacher, and family with school-aged children, especially for children at the AUD level. Various complaints began to be raised by all parties. There are many teachers who complain that they feel pressured because they have to prepare for distance learning activities, so they automatically need to provide materials/materials, media that adapt to the use of ICT media and skills to operate the ICT media. Likewise, complaints from the family regarding the time that must be provided for children's learning assistance and economic capacity in providing media and learning facilities for children from home.

The unpreparedness of various parties in adapting education policies during a pandemic will certainly have an impact on the less than optimal achievement of learning objectives for early childhood. Characteristics of early childhood learning styles that are different from learning styles at other ages and the low level of independence of early childhood in learning makes it difficult to achieve stimulation targets. The readiness and presence of adults in the environment will determine the success of early childhood learning. Although early childhood is said to be the golden age of the development and growth of every human being (Committee, 2017), but that does not mean it can happen automatically or happen by itself.

Based on this background, the team is interested in conducting research in order to determine the objective conditions for implementing distance learning or known as learning from home at the level of early childhood education, especially in the aspect of media and online learning support facilities.

Method

This research is a type of descriptive research using a quantitative approach. The population in this study were all early childhood educators in Indonesia with 325 respondents from 5 provinces, namely West Sumatra, West Java, Central Java, East Java and Gorontalo. Samples were taken using purposive random sampling technique. The data collection tool uses a questionnaire and is distributed online using the Google Form application. The data analysis technique uses the percentage formula.

Results and Discussion

The data obtained from the results of the distribution of questionnaires conducted using Google Forms and 325 educators from five provinces in Indonesia have responded, showing the objective conditions for implementing learning from home policies at the level of early childhood education in the aspects of media and learning support facilities as follows:

Availability of media and learning facilities to support online learning for early childhood

Data collected from respondents revealed that judging from the availability of media and online learning facilities for early childhood the phenomenon that occurred was quite alarming. In fact, more than half of the children participate in learning activities from home, with the support of media and learning facilities that are far from the expected conditions. An overview of the objective conditions

related to the availability of online learning support facilities and media can be seen in graph 1. below;



Graph 1. Availability of facilities and media to support children's online learning

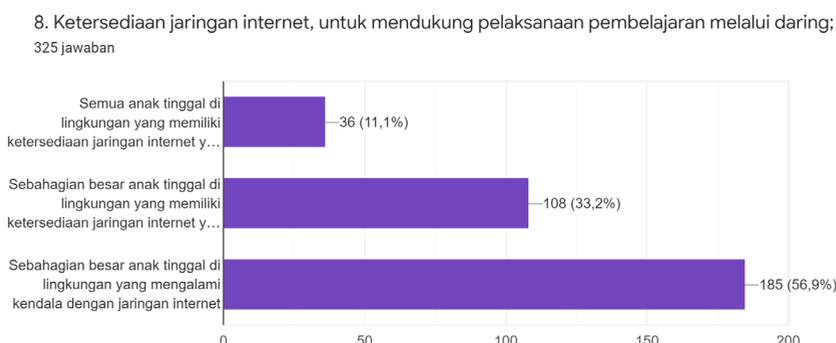
In graph 1. It can be seen that 53.2% or more than half of children do not yet have the facilities and media that can support their online learning from home. Furthermore, it can be seen that 35.7% of respondents said that some of the children they serve already have online learning support media and facilities, but the conditions are not adequate, and only a small part (13.2%) of respondents stated that the students they were dealing with had already been educated. support them with adequate media and learning facilities when they study from home. This condition is certainly very worrying and interferes with the optimal implementation of learning.

The existence of media or learning facilities is a very important factor in early childhood learning. This is because early childhood cognitive development is still in the concrete pre-operational stage, Piaget in (Ismaniar, 2020). It was explained that at the concrete preoperational stage, children's ability to learn and understand something around them is largely determined by the availability of concrete objects or media that children can manipulate to help them understand the concepts being studied. Children have not been able to think abstractly or imagine a process in learning something or a concept about something. The availability of objects, symbols, or learning media greatly facilitates children in learning. Moreover, during a pandemic, learning activities are carried out online or from home, where the presence of educators/teachers is far from where the child is, so that the stimulus/response that children get when learning something cannot be directly obtained. So, the existence of media and learning facilities

when children learn, becomes much more important than in normal or usual times or conditions.

Availability of internet network to support online learning

Furthermore, the ongoing online learning from home, of course, very much depends on its smoothness with the availability of the internet network. However, from the research data collected, it seems that this aspect also shows problems in supporting the smooth implementation of learning activities. The data obtained from the respondents showed that most of the early childhood experienced problems or constraints related to the availability of this internet network. The following graph 2 describes the condition of internet availability experienced by students when learning online during the covid 19 period;



Graphic 2. Availability of internet support in AUD online learning from home

From the data depicted in graph 2. above, it can be seen that more than half of children (56.9%) have problems with the internet network, only 33.2% of respondents said that most of the children they serve live in neighborhoods or areas with internet network availability. adequate. Meanwhile, respondents who said the children served live in areas with very adequate internet network availability, only 11.1%.

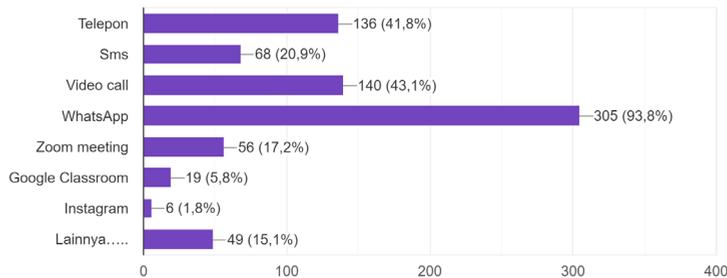
The fact that early childhood has not been able to learn independently and needs help from adults around them has been stated by many experts through various studies. One of them is Montessori in (Yuliani, 2017) explaining that behind the child's very high learning ability in capturing the various lessons given, it is likened to a dry sponge that is ready to absorb whatever is around it. But on the other hand they do not have the awareness to learn and they also do not understand the concept of value, related to good and bad, right and wrong so that they must be accompanied continuously so that their learning activities provide optimal results. The presence of parents in accompanying children's learning is

highly expected, but not all parents have the ability and knowledge to educate early childhood educators as well as early childhood educators. The ZPD theory put forward by Vigotsky (Ismaniar, 2018) also emphasizes the importance of the existence of strengthening from the social environment in the success of children's learning, which is known as scaffolding. So the existence of a smooth internet network will allow educators/teachers to optimally assist children's learning. Children can learn more fun because they are accompanied by professional staff, strengthening learning development can also be directly accepted by children.

Applications used in online learning for early childhood

The research data collected also reveals the media/applications that are often used by educators in supporting online learning activities. Based on answers from respondents about the media that are generally used in the online learning process from home during the Covid period, it is known that there are several media/applications used by teachers with children. However, the most widely used application is the WA (Whats App), there may be various considerations from educators regarding this. However, to find out the complete picture can be seen in the following chart 3.

9. Media/aplikasi yang digunakan guru dalam mendukung pembelajaran daring bagi anak dari rumah, (boleh pilih lebih dari satu sesuai kondisi real di lapangan);
325 jawaban



Graph 3. Applications/media used to support children's online learning activities

From graph 3. above, it can be seen that as many as 93.8% of respondents stated that in supporting children's learning activities, they use the WA application (whatsapp). It was also revealed that 43% of respondents also use video calls, 41.8% of them use telephones. In addition, some respondents also said they also use sms, zoom meetings, google classroom, instagram and so on, but the percentage of those who use these applications is quite small.

Based on the data above, it has actually been seen that the creativity of educators in trying to make learning activities for children at the early childhood education level can still take place, as evidenced by the variety of applications and learning facilities used. However, the fact that generally 93.8% of educators use WA more also indicates that the level of IT mastery of early childhood educators is still relatively low. Ada beberapa kelebihan sekaligus kelemahan ketika pelaksanaan pembelajaran daring pada anak usia dini jika hanya lebih mengandalkan aplikasi WA (F, 2021).

Here are three advantages of using WA in supporting children's learning from home;

1. Generally all parents of early childhood have and master the use of WA
2. WA is also more adaptive to regional situations where the network is relatively unstable
3. The cost of the data package used is cheaper if you use WA

Meanwhile, the disadvantages of using WA include;

1. Generally not all early childhood have mastered reading skills, while WA requires reading skills in children
2. The use of WA does not support synchronous meetings, while early childhood requires direct scaffolding in learning
3. The use of WA in children requires assistance from parents, while many parents in their daily life also have to work outside the home.

Based on the results and discussion of research that has been carried out related to objective studies of learning implementation, to get optimal results in online learning activities during covid and no loss learning occurs. It is necessary to conduct a more in-depth study so as to create a loss learning mitigation model in the implementation of online learning activities from home for early childhood

Conclusion

The conclusions that can be drawn from the objective conditions of the implementation of early childhood education during the covid period in the aspect of media and learning facilities are;

1. More than half of early childhood children still experience difficulties in participating in learning activities from home because of the ability of parents to provide the media and learning facilities needed.
2. Most of the early childhood children live in areas that have problems with the availability of internet networks, making it difficult for them to join online

learning activities and even if possible the applications that can be used are very limited.

3. Generally, all educators prioritize the use of the WA application in supporting online learning during covid 19. The WA application has advantages in terms of efficiency but in terms of effectiveness it is very lacking because it requires reading skills from children and direct assistance from parents, while many parents work outside House.

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THE IMPACT OF USING GADGET ON STUDENTS' LEARNING PATTERNS IN THE ERA OF COVID-19 PANDEMIC

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Abstract

The purpose of this study is about the impacts and benefits arising from the use of gadgets for students during the Covid-19 period. This research used descriptive analysis research method or qualitative research. This qualitative research has 2 types of research, namely: Empirical Studies "Field Studies" and Normative Studies (Library Research). Data Sources and Data Collection Techniques were obtained through interviews and reading materials such as journal articles and books. Research writing includes an analysis of the positive impacts, negative impacts, benefits, and disadvantages. Positive Impact can be considered very good in obtaining information and facilitating the learning process. Negative Impact, there is dependence in use resulting in reduced health and damaged vision or radiation. Benefit, simplifying the process by using apps like zoom. The disadvantage, there is laziness in the learning process, if outside in the learning process they are more enthusiastic about using gadgets.

Keywords: Gadgets, Students, Learning Patterns, Covid-19

Introduction

In this digital world, everything is getting more sophisticated with the development of technology. Unconsciously, technological advances have positive and negative sides to the existence of gadgets. Gadgets are one of the reasons why human behavior gradually becomes apathetic. The negative side of gadgets is that there are still many children and students who use them incorrectly, and the positive side is that children can play while learning through more interesting audio-visuals so it can be easy to understand (Muhammad Iqbal Ulil Amri, 2020). A gadget is an electronic device used by humans, such as mobile phones, computers, etc. Gadgets are used by adults, but in modern times like this, children are also using gadgets (Syahudin, 2019).

In the 21st century, the development and advancement of technology in the field of science and technology are increasingly sophisticated. The development of information technology has progressed appropriately. In 2020, Indonesia has implemented technological learning by using gadgets as a medium. Online learning is by using a network used at the same time and in different places. Online learning should not be in the classroom but it can be done online using internet quota (Ridwan Sanjaya, 2020). Online learning uses the application of distance learning which aims to increase access for students to obtain good quality (Maulana Atman Hutomo, 2020). By online learning, it can provide an opportunity for all students to take part in learning that is not possible in this current situation.

Online learning can be beneficial for both parties, are lecturers and students. The benefit for lecturers is that online learning can change the conventional learning style or model which will indirectly result in professionalism. Meanwhile, students can use it as an alternative in the learning process that does not have to be present in the classroom. Online interaction in learning between students can encourage students and make them independent (Nabila Himly Zhafira, 2020). Increasing students' activity in the use of various technologies can make lectures successful and greatly affect students individually.

The coronavirus disease pandemic or known as Covid-19 can change humans, including the activities of students having to carry out the learning process from home, because schools and universities must be closed due to the Covid-19 virus in 2020 until now. The government has issued a regulation on carrying out the learning process from home or online. This is to prevent the spread of the Covid-19 virus and to maintain the security, safety of students, educators, or other communities. By this regulation, the learning process is by online using the internet network (Nabila Himly Zhafira, 2020). The Internet is a global communication system connecting computers and networks around the world. The internet can also be used by the whole community as a technological tool that can bring up new types of interactions with social interactions (Shiefti Dyah Alyusi, 2016).

The decision on guidelines for the implementation of learning in 2020/2021 during the Covid-19 Pandemic, Number 01/KB/2020 explained that the learning process, especially at the higher education level, will be held online (Nizam, 2020). It can be explained that the learning process at the Tarbiyah and Teacher Training Faculty of Manado State Institute of Islamic Studies (IAIN Manado) especially in the Madrasah Ibtidaiyah Teacher Education Department (PGMI) applies an online learning process. Online learning is considered to be one of the best solutions in the learning process during a pandemic and can be protected from the outbreak of this dangerous virus. Covid-19 can make all activities, both office

activities, lectures, schools, and other activities carried out online and isolated at home.

This study discusses the use of gadgets in student learning patterns in the era of the Covid-19 pandemic. The Covid-19 pandemic is a new thing to be studied in dealing with student learning during a pandemic. This study aims to find out about the use of gadgets on student learning patterns in the era of the Covid-19 pandemic. Until now the Covid-19 pandemic still exists but activities must continue according to existing regulations.

Method

The method used is descriptive analysis or qualitative research (Mulyadi, M, t.t). This qualitative research has 2 types of research, namely: Empirical Studies “Field Studies” and Normative Studies (Library Research). This research is in the form of library research and is clarified by field studies in the form of interviews (Joko, 2012). The purpose of this research is to collect a variety of information data such as books, journals, and some results of interviews with several parties. In addition, it aims to achieve an understanding of the impact of using gadgets during this Covid-19 pandemic (Mardalis, 2010). The data source is something that produces information and description. In this study, the data was obtained from the readings and opinions of several related parties (Husein Umaar, 2019). Sources of data in writing are divided into two, namely Primary and Secondary. Data collection techniques were obtained from several studies and interviews (Arikunto, 2006). Data analysis techniques are way in research which must pay attention to the pattern of analysis that will be used (Suryabrata, 2006) The data analysis used is deductive, which is done by clarifying general things and first, then it can be concluded in general (Husein Umar, 2019).

Research Result

The results of the study showed that students who experience an impact on learning are in the form of an internet network. *Gadgets* also affect the learning patterns of students such as a lack of understanding in receiving material.

The use of gadgets during the Covid-19 pandemic in the online learning process can be carried out wherever and whenever it is under applicable rules. The learning process during a pandemic like this can have an impact on students. During Covid-19, students can carry out the lecture process online using the zoom meeting application.

The Impact of the Covid-19 Pandemic on Students' Learning Patterns

Covid-19 in learning has been done online since 2020, hence all students must participate learning process online. The existence of technology can be one of the needs in online learning.

Online learning can provide different things, in the form of a lack of understanding in receiving material during the learning process. Students think that it is better to do the learning process directly than online. Why is that? Because if learning is online, there will be many obstacles faced, such as a network that often errors, if the network is an error then the explanation discussed will be difficult to hear. For now, the use of gadgets is very necessary for the online learning process. In the use of gadgets, there must be limitations in use because gadgets use can be addictive. Gadgets also have the benefit if they use in the right way. The use of gadgets can result in positive impacts, negative impacts, and the benefits towards students' learning patterns in the Covid-19 pandemic, as follows:

Positive Impact: The positive impact of using gadgets on student learning patterns is very important and can be assessed very well, because, in this fast-paced world, almost all student activities demand to use of gadgets, both in finding and obtaining information in fulfilling tasks components.

Negative impact: The negative impact of using gadgets on student learning patterns is that gadgets are used as a necessity in people's lives, this results in the dependence on using gadgets. Many students no longer use gadgets as a source to search and find information, but as entertainment, playing games, and watching YouTube too often. Many students still use gadgets until late at night, and this can also result in a lack of health for students because it can damage vision and fatigue, this is due to the radiation emitted from the gadget.

Benefits: The use of gadgets during the pandemic can be classified very well because students can be facilitated by the zoom application (via online) in the learning process. This must be done because the pandemic crisis that has attacked the world has obstructed education, people are directed to stay at home, either work or studying online.

Disadvantages: The use of gadgets in this era cannot be separated from the negative things that can happen. Many universities hold demonstrations to ask for offline learning, students miss the teaching and learning atmosphere in the classroom with all the activities in it, this makes students bored in using online learning policies. Sometimes students become lazy to study because they have to learn by using quotas. This does not happen to students but also children at schools.

Discussion

Gadgets

Humans need tools to communicate to get information, it becomes a very important need in interacting and communicating. The gadget is a term in English which can be interpreted as an electronic device. In general, a gadget is an electronic device that has many functions, such as mobile phones, computers, and so on (Chusna, 2017). The gadget is a medium used as a communication tool. In today's communication, it is increasingly sophisticated with the existence of gadgets.

Benefits of Gadgets

The benefits of gadgets are very useful according to their use, gadgets' function is as tools to communicate. If in ancient times, people communicated by sending letters, in today's era of gadgets, someone can communicate quickly. Therefore, the sophistication of gadgets can increase knowledge in using electronic devices.

Learning Resources Through Gadgets

Gadgets in the learning process aim to simplify and speed up learning. In gadgets use related to ICT-based learning media, it can be connected to access to the internet so students can do the learning process using the zoom application, moreover, users on mobile phones can record and make a video, thus they are used as learning archives for students. Lack of material in books can make gadgets a learning resource.

There are three classifications in the use of gadgets in learning, as follows a) Gadgets can be used as additional material in learning b). Gadgets as support in learning activities. c) Gadgets as an alternative in learning, means that if the lecturers cannot attend the meeting, they can provide learning materials sent to the group.

Covid-19 Pandemic

Coronavirus or (Covid-19) is a disease caused by a virus that was discovered in 2019. The Covid 19 pandemic is like a bomb explosion that hit the world and caused great global panic, fear, and helplessness. Therefore, the government has issued several policies to ensure that all people do not suffer from the situation and continue to do activities by prioritizing safety and health together (Ahmad Erani, 2020).

Online learning during a pandemic at all levels of formal education can increase awareness and the occurrence of this dangerous virus transmission.

Thus, the government has issued a policy requiring learning from home. The learning process at home or online has a huge impact on the learning process, the assessment process, a decrease in the quality of graduates, and a decrease in public assessments (Nur Rochman Hidayatullah, 2020). Online learning is learning using a zoom application and is connected to the internet network (Albert Efendi, 2020).

Conclusion

Based on the research results, it can be concluded that the use of gadgets for students can have positive and negative impacts, in the form of Positive Impact, which can be considered very good in obtaining information and facilitating the learning process. Negative Impact, there is dependence in use resulting in reduced health and damaged vision or radiation. Benefit, simplifying the process by using applications like zoom. The disadvantage, there is laziness in the learning process, if outside in the learning process they are more enthusiastic to use gadgets.

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SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATIC (STEM) APPROACHES IN SCIENCE LEARNING IN ELEMENTARY SCHOOL

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Abstract

The formulation of the problem in this study is “Can the STEM approach improve learning outcomes for science content theme 6 sub-theme 2 class IV SDN 13 Limboto?”. With the aim of research to improve student learning outcomes using the STEM learning approach on the theme of 6th grade 4th grade science students at SDN 13 Limboto, totaling 12 students. The indicator for the success of the action is indicated by a minimum of 90% of student learning outcomes reaching the KKM score. Based on the results of the study, it was shown that the application of the STEM approach to the fourth grade students of SDN 13 Limboto could improve student learning outcomes and student project outcomes. Student learning outcomes have increased after the action in the first cycle is in the form of learning activities using the STEM learning approach. In the first cycle increased to 66.7%. Student learning outcomes increased in the second cycle to 91.7%. which means in the second cycle increased 25%. Thus it can be concluded that using the STEM learning approach can improve learning outcomes on science content in class IV SDN 13 Limboto.

Keywords : Approach, STEM, Learning Outcomes, Science Learning

Preliminary

In the 2013 curriculum, learning must be based on student activities and apply a scientific approach. Where the scientific approach consists of 5 M, namely: observing, asking, gathering information, reasoning, and communicating. In the implementation of the 2013 curriculum, it gives the teacher the flexibility to choose the desired teaching model, especially the learning model must lead to 21st century learning, with the aim that teachers are more creative and can also develop according to the demands of k13. This is done recognizing the need to make curriculum changes in preparation for the needs of the 21st century, including an emphasis on new skills (Lavi, Tal, Dori, 2021).

Learning in elementary schools uses the principle of learning to play while learning. However, in reality, elementary school students' playing time has

decreased. Where they spend a lot of time learning to read and write arithmetic (calistung) rather than learning through exploration, exercising and using imagination. Students observe with all senses to classify, predict, and communicate, so they can find other points of view. The learning environment of school children should support their entire development.

In the 2013 curriculum the strategies used include a scientific approach with problem-based learning models, discovery learning and project-based learning. There are three things that the curriculum will achieve, namely, character, competence and literacy. In terms of character, it is expected that students will be able to deal with a constantly changing environment. Elementary school teachers experience problems in learning science due to the lack of media, facilities and infrastructure in the development of science as well as the diverse understanding of teachers in understanding the concepts of science that exist around children. For this reason, media, facilities and infrastructure are needed for easy and inexpensive child development in Indonesia as well as science learning tools for science concepts around students which can be one of the references for elementary school teachers in learning.

Science and mathematics learning in elementary schools is generally only theoretical and not yet applicable, mostly only the application of formulas, even though in everyday life many problems are solved by means of science and mathematics. So learning science and mathematics must be problem-based and students learn to communicate, either in writing or orally. This causes the level of achievement of the Minimum Completeness Criteria (KKM) for Science and Mathematics subjects in schools is still relatively small. This is evidenced by the fact that of the 12 students, only 3 students were able to achieve the KKM. The specified KKM is 75. When calculated in percentage form, only 3 students complete or 25%, while those who do not complete reach 9 or 75%. This is certainly a serious problem for teachers to immediately find solutions to solve problems. To further improve the ability to solve problems, especially in improving mathematics, one way to achieve this is with Science Technology Engineering and Mathematics (STEM).

The description of the problem shows that it is necessary for teachers to carry out reforms in the learning approach in order to improve student learning outcomes. One of the good learning approaches used by students is the STEM approach. The choice of a learning approach must take into account the circumstances of students and be adjusted to the needs in realizing educational goals. The selection of the right learning approach leads the teacher to the quality of effective and enjoyable learning for students. but not all learning approaches can be applied to all subjects. This is influenced by the characteristics of the subject.

One form of education reform can be carried out using a learning approach that can assist teachers in creating experts, namely the STEM (Science, Technology, Engineering, and Mathematics) approach. This STEM approach is an approach that refers to the four components of science, namely integrated science, technology, engineering, and mathematics (Nasrah, Amir, Purwanti, 2021) (Amir, 2019). STEM (Science, Technology, Engineering, and Mathematics) has been widely advocated and applied in education, because it is considered to have a great impact on students' interdisciplinary learning, which can be seen as a significant driving force for the progress of a country. in scientific and technical knowledge, innovation, economics, and international competitiveness (Hsu Chan Kuo, Yuan-ChiTseng, Ya-Ting Carolyn Yang, 2019).

Improving the quality of education in Indonesia can be done through the implementation of education reform. Changes that occur in traditional learning towards learning that further enhances critical thinking are called educational reform. One form of education reform can be done by using a learning approach that can assist teachers in creating experts, namely the STEM approach. This STEM approach is an approach that refers to four components of science, namely: knowledge, technology, engineering, and mathematics. In line with this, research shows that the application of STEM can help develop knowledge, help answer questions based on investigations, and can help students to create new knowledge (Khoiriyah, Abdurrahman, Wahyudi, 2018).

STEM is an acronym for science, technology, engineering, and mathematics. The word STEM was launched by the US National Science Foundation in the 1990s as the theme of the education reform movement in these four disciplines to grow the workforce in STEM fields, develop STEM literate citizens, and increase US global competitiveness in science and technology innovation. (Hanover Research, 2011). This STEM education reform movement was driven by study reports showing a shortage of candidates to fill jobs in STEM fields, a significant level of literacy in society on STEM-related issues, and the position of achievement of US high school students in TIMSS and PISA. (Roberts, 2012) (Kurniawan, 2018).

Method

This research is one of the Classroom Action Research (CAR). According to Kemmis Classroom Action Research (CAR) is a form of self-reflection carried out by researchers (participants) in social situations, including educational situations aimed at improving the actions taken by the researchers themselves. This research was conducted at SDN 13 Limboto. Students who are subject to action in this

study are grade IV students. This school is located in Hepuluwa Village, Limboto District, Gorontalo Province.

In this research, there are 4 stages of research in each cycle, namely the action planning stage, the implementation stage, the evaluation stage and the reflection stage. The type of data in this study is quantitative data in the form of learning outcomes tests and qualitative data in the form of learning implementation taken through observation sheets.

The data analysis technique in this study used several assessment instruments, namely: (1) teacher observation sheets used to observe and assess aspects of learning carried out by teachers, (2) written tests to determine students' science learning outcomes on the material that had been taught, and To find out the extent to which the action can produce the desired change by the researcher.

The data that has been obtained from data collection regarding learning activities in each cycle uses the criteria of very good (SB), Good (B), Enough (C), Less (K). To find out the level of mastery of the lessons absorbed by students, a test is needed.

Discussion

This classroom action research is about improving student learning outcomes through the STEM learning approach. This research was carried out in two cycles and each cycle consisted of 4 stages, namely planning, implementation, monitoring and evaluation, and reflection. This implementation is in accordance with the classroom action research (CAR) model proposed by Kemmis & MC, Tagrrat, where classroom action research consists of 4 steps which are included in the first cycle, but if in cycle 1 it has not been successful, the researcher has the right to reflect and continue to cycle next.

In the implementation of the actions, both Cycle I and Cycle II, student learning outcomes were observed from the beginning of the activity to the end of the learning activity using the teacher's activity observation sheet instrument consisting of 30 aspects, the student activity observation sheet consisting of 18 aspects and evaluation at each meeting 2 in each -each cycle.

Based on the results obtained from the first cycle of the first meeting, it was found that 6 people were complete in the aspect of learning outcomes with a percentage of 50% and the remaining 6 people were categorized as incomplete with a percentage value of 50%. This shows that it is not optimal. So at the stage of the first cycle of the first meeting, reflection still needs to be done so that it can improve science learning outcomes, while in the first cycle of the second meeting

it was found that 8 people had completed with a percentage of 66.7% and the rest were not completed as many as 4 people with a percentage of 33.3%. So at the stage of Cycle I, the Second Meeting, reflection still needs to be done so that it can improve science learning outcomes, continued in cycle II.

In the second cycle of the first meeting, there has been an increase in students' science learning outcomes, with the result that 12 students already have high science learning outcomes. This can be seen in the assessment of learning outcomes which began at the beginning to the end of learning that in the second cycle of the First Meeting there were 10 people who were categorized as complete with a percentage of 83.3%, while 2 people were categorized as incomplete with a percentage value of 16.7%. While in the second cycle of the second meeting, there were 11 students who completed with a percentage of 91.7% and the remaining 2 students did not complete with a percentage of 8.3%. This shows that in the second meeting there was an increase of more than 90% so that in the second cycle, the second meeting could be said to have been optimal. By using a real level of 100%. Based on the research that has been done, starting from the learning outcomes, cycle I to cycle II can be seen in the following milestone image.

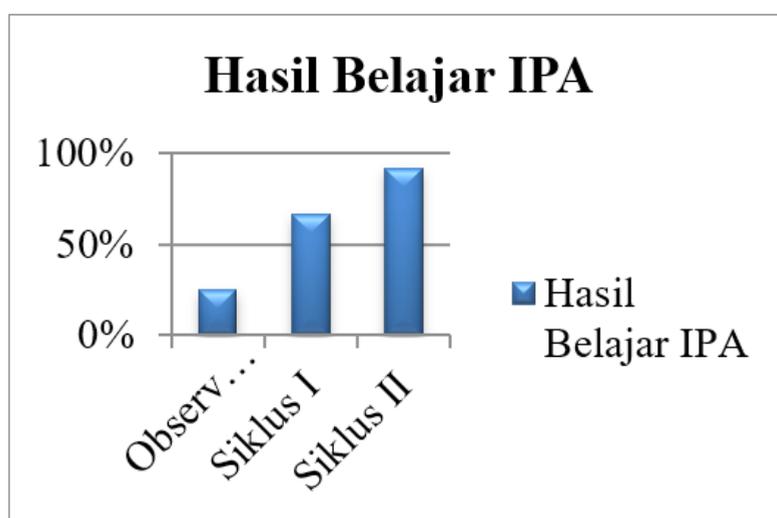


Figure 4.7 Science Learning Outcomes

Thus, it can be concluded that science learning theme 6 about the material of complete metamorphosis and imperfect metamorphosis animal cycles in class IV SDN 13 Limboto, Gorontalo Regency is carried out using the STEM approach can improve student learning outcomes and can improve project aspect assessment. So the hypothesis in this study is “if the teacher uses the STEM approach, then student learning outcomes in science subjects in class IV SDN 13 Limboto increase”.

Closing

Based on the results of the study, it can be concluded that science lesson theme 6 using the STEM learning approach can improve the learning outcomes of fourth grade students at SDN 13 Limboto, Gorontalo Regency.

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VIDEO ANALYSIS OF DIALECTIC OF ENLIGHTENMENT AS A SYMBOL OF WOMEN'S UNCONSCIOUSNESS IN A PANDEMIC. ANALISIS VIDEO DIALECTIC OF ENLIGHTENMENT

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Abstract

Sigmund Freud's psychoanalysis theory entered and influenced the domain of art, one of which manifested itself in the movement of surrealism. Dhyani Widiyanti's work entitled *Dialectic of Enlightenment* (2021) maybe considered to possess elements of surrealism. This research focuses on interpreting, exploring the deeper meaning of the video *Dialectic of Enlightenment* and studying its surrealistic elements. This study utilizes qualitative research method using a psychoanalytic theory approach related to ideas on the objects of surrealism which is related to dream analyses, free associations, efforts to free the imagination and juxtaposition. This method is adopted to study and to grasp the meanings behind it accompanied with a textual reference provided by the artist. Analysis result shows that *Dialectic of Enlightenment* is made in a surrealistic style, seen from the existence of objects and events that are depicted unrealistically and tend to be dream-like as well as the presence of juxtapositions both in the relationship between objects and scenes. The symbolization of both objects and events describes her problems as a woman who experiences stress during a pandemic, but still has to stand in balance between her duties in the family and society.

Keywords: psychoanalysis, surrealism, video art

Introduction

COVID-19 pandemic is causing uncertainties in everyone's life. These affect the mental state of almost every individual. Some of these states are outwardly expressed, but some remains in the subconscious. People may suffer from feelings of being under pressure or even depression but the symptoms are not apparent from the outside; it is suppressed in the unconscious mind.

The subconscious mind began to be studied at the beginning of the 20th century in a scientific field called psychoanalysis. Psychoanalysis was first developed in Vienna, Austria, by Sigmund Freud, a neurologist who had an interest in

finding effective ways to treat patients with neurotic or hysterical symptoms (Io Dico, 2018). The results of his conversations with patients led Freud to formulate the premise that the actions and behavior of individuals today are triggered by psychological trauma in the past (Kupfersmid, 2019).

Freud's psychoanalysis focused more on repressed sexual fantasies and childhood experiences as the basis for all adult behaviours. In contrast to the previous trend of thoughts which rested on conscious thinking, Freud proposed a different idea: consciousness is, in fact, the tip of an iceberg, it is that small part that is observed and seen. Meanwhile under the iceberg tip, there is a deeper, darker and a larger part which Freud called unconsciousness (Bargh, 2019).

Freud's thought entered and influenced the domain of art, one of which manifested itself in the movement of surrealism (Jiang, 2019). One of the founders of surrealism, Andre Breton, studied medicine and psychiatry at a psychiatric treatment centre which practiced Freud's psychoanalytic methods. Breton defines surrealism as a pure automatism of the soul which leads to expression of, whether in verbal, written or other means, the mind that is free from any preoccupation with reason, aesthetics, and morals (Breton, 1969). According to Breton, surrealism must contain dream analyses, free associations and efforts to free the imagination. There is another key expression which is juxtaposition, akin to comparing two very different things in the same frame in order to produce an "illogical" form (Malt, 2004b).

Within this context, Dhyani Widiyanti's work entitled *Dialectic of Enlightenment* (2021) maybe considered to possess elements of surrealism. In the 5:04 video images that represent characteristics of surrealism such as dream impression, free association, imagination and juxtaposition are demonstrated (Malt, 2004c, 2004a).

In the text written by the artist, the video depicts a relationship between the stress caused by the COVID-19 pandemic and the integral experience of a woman in maturation over matters that have been ordained by the Creator.

This research focuses on interpreting, exploring the deeper meaning of the video *Dialectic of Enlightenment* and studying its surrealistic elements.

Method

It is a qualitative research using a psychoanalytic theory approach. Prior to analysis Dhyani Widiyanti's work *Dialectic of Enlightenment* is divided into several segments.

The psychoanalytic theory in use is Freud's psychoanalytic theory which has been adapted for studies of surrealism as formulated by Breton.

The formula is related to ideas on the objects of surrealism which is related to dream analyses, free associations, efforts to free the imagination and juxtaposition. This method is adopted to study the video and to grasp the meanings behind it accompanied with a textual reference provided by the artist.

Discussion

The 5:04 long video *Dialectic of Enlightenment* by Dhyani Widiyanti is be divided into several segments:

Table 1.
Dialectic of Enlightenment Segments

Segment Code	Visual	Description
(1)		In this segment, the video shows the atmosphere of a meadow which is shown several times with feet walking on the grass. The color of the video is rendered unrealistic as grasslands are generally green, here it is imaged a slightly golden brown.
(2)		This segment shows a figure carrying an umbrella, a fort and the sky in the background. The color is also made unrealistic with the sky not made entirely blue but partially golden.
(3)		This segment shows the silhouette of a figure carrying an umbrella against a golden sky background.
(4)		In this segment, a figure with an umbrella is shown facing a large tree. Behind the big tree there is a blazing sun. The figure is shown with her back to the audience.

Segment Code	Visual	Description
(5)		A figure with an umbrella, sitting on the rocks by the sea. The color is made blue overall; it looks unrealistic because generally stones are grayish in color.
(6)		The figure has her back to the audience and walks in a field with large plants.
(7)		Shadows of two people communicating cast by sunlight in the morning/afternoon/evening.

Based on the descriptions of the various segments above, unrealistic illustrations exist for two reasons.

First, the colors of the objects presented, mostly do not match the colors of the real objects. For example, the sky in the morning/afternoon/evening is blue, in this segment it is presented as golden brown; the color of the rocks on the seafront is made blue.

Second, is the relationship between segments that are not narrative or are not composed of stories which form sequential continuation. Here one finds the element of juxtaposition or juxtaposing opposite effects in an event. Juxtaposition is found both in the relationship between segments and the relationship between objects in the segment. For example, the relationship between the umbrella object, figure, fort, and meadow as found in segment (2) does not have a logical relationship and is reinforced by the absence of a narrative explaining the scene.

Furthermore, it is quite clear that this video has elements of surrealism because of the colors of objects which are not realistic; there is an attempt to display a dream-like impression, the relationship between segments and the objects

are not narratively connected(Malt, 2004c). It seems the artist wants to impart juxtaposition as a strong feature of surrealism.

The presence of meadows, plants, and landscapes against a backdrop of the sky is also present in most of the works of the surrealist painter, Salvador Dali, which gives the impression of a dreamlike realm because there are also juxtaposition objects (Ball, 2008). Grass also has hair-like elements as another characteristic of the object of surrealism. Based on these various characteristics, it can be concluded that the *Dialectic of Enlightenment* is a video that attempts to describe aspects of the unconscious mind.

The following analysis starts from the text provided by the artist as a reference. The text is as follows:

“As a woman spiritual and life balance is understood as being in contentment with material and spiritual worlds. Life requires balance: the balance of mind and heart, the balance of family and work, the balance of profession and social life and the balance of spiritual and physical worlds.

There are other interesting matters that can explain the relationship between the stress caused by the COVID-19 pandemic and the integral experience of a woman who functions as a maturation of a person who has been appointed by the Creator. Which when we become aware it can empower aspects of our self-actualization as women. Spiritual experiences and spiritual resources provide a sense of power, and they are a guide to finding meaning in life.”

By connecting the text with the *Dialectic of Enlightenment* video, it is clear that the artist wishes to symbolically show the problems of her life. Scenes in the video do not openly express what is said in the text, but are reflections through various objects and events (Wango, 2021).

The objects that are present include umbrella, fort, and large tree and these are repeated throughout the video. Incidentally, the artist presents figures whose faces are deliberately hidden, who moves from one scene to another in a contrasting atmosphere, and the two shadows that are in dialogue with each other.

The umbrella serves as a symbol of a woman protecting herself. A fort and a large tree are objects that stand firm to withstand various threats and tragedies; they also reinforce the symbols of strength. The faces of the figures which are not shown can be interpreted freely as women subjects who are often “unrecognized” because as individuals they are forced to be absorbed in family and community tasks. In other words, the symbols are depicting a role which is meaningful and significant, although it is not clear “who” is behind all the balance and harmony.

Moving from one scene to another the resulting contrast also shows the symbolization of the artist's text, namely: "... the balance of the mind and heart, the balance of family and work, the balance of profession and social life, and the balance of spiritual and physical worlds ...". Women here are presented facing various problems which are of different nature; they can be very contrasting but must be resolved one by one in a good and balanced manner.

Finally, the scene of two shadows having a dialogue represent the inner dialectic of the artist, which is the difficulties in finding a way out. The way out is not infrequently obtained through quarrels not only with others, but starting with quarrels with oneself.

Conclusion

These followings are the conclusions of the study on *Dialectic of Enlightenment* video by Dhyani Widiyanti:

1. The video *Dialectic of Enlightenment* is made in a surrealistic style, thereby trying to reveal the side of the unconscious mind. This can be seen from the existence of objects and events that are depicted unrealistically and tend to be dream-like as well as the presence of juxtapositions both in the relationship between objects and the relationship between scenes.
2. The video *Dialectic of Enlightenment* is a symbol of the artist's text that describes her problems as a woman who experiences stress during a pandemic, but still has to stand in balance between her duties in the family and society. This is shown through the symbolization of both objects and events. Objects such as umbrella, fort, and large tree symbolize strength and protection. Meanwhile, scenes that show the figures whose faces hidden show the role of women as subjects who are "unrecognized" despite their important and significant role in society; the shift from one scene to another that are in contrasts and is not narratively connected also shows a variety of problems which are different in nature which can be very contrasting but must be resolved one by one in a good and balanced manner; the scene of two shadows having a dialogue shows the inner dialectic of the artist who often finds it not easy to find a way out. The way out is not infrequently obtained through quarrels not only with others but starting with quarrels with oneself.

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A MODEL FOR BAHASA GORONTALO PRESERVATION TO EARLY CHILDHOOD

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Abstract

This study aims to provide an overview of model development of a Gorontalo traditional language (hulondalo) preservation in early childhood education. The method used is the four-D model of Research and Development (R&D). Validation of the model involves academics in the field of Early Childhood Education and Out-of-school Education, State University of Gorontalo, as well as Kindergarten Educators in Gorontalo Province. Limited trial of the model was conducted on 15 students, while the wider model trial was conducted on 28 students. The statistical results showed a significant increase in the value of the Posttest compared to the Pretest in both trials. Overall, the model can be applied to the preservation of the Gorontalo regional language in early childhood.

Keywords: Language Preservation, Gorontalo Traditional Language, Hulondalo, Early Childhood Education

Pendahuluan

The various regional languages and literatures owned by the Indonesian people are a wealth of the Indonesian people to be proud of. However, this wealth is not an easy task, when faced with protection, benefit extraction, and efforts to maintain its diversity. Based on the Basic Data on Language and Literature of the Ministry and Culture of Indonesia, there are 718 languages in Indonesia (<https://dapobas.kemdikbud.go.id/>), although some will still develop but it cannot be denied that most of these languages will become extinct. Mentioned that there are more than 640 regional languages with about 139 languages in danger of extinction and 15 languages that are completely dead. Endangered languages are found in Kalimantan (1 language), Maluku (22 languages), West Papua and the Halmahera Islands (67 languages), Sulawesi (36 languages), Sumatra (2 languages), and Timor-Flores and Bima-Sumbawa (11 languages) Meanwhile, languages that have become extinct are in Maluku (11 languages), West Papua and the Halmahera Islands, Sulawesi, and Sumatra (1 language each) (Atlas of the World's Language in Danger of Disappearing, UNESCO in review <https://badanbahasa.kemdikbud.go.id/>). The Gorontalo language is one of the languages that are threatened with extinction. The factor of the extinction of regional languages is caused

by internal and external factors. Internal factors are caused, among others, by: economic factors, disorientation of the education curriculum, weak socialization in the family, lack of awareness of the younger generation, dominant culture by the majority community. Furthermore, external factors are caused by factors of modernization and globalization, inter-tribal marriages, the existence of foreign languages in Indonesia, and cultural domination.

Regional languages as one of the potentials and cultural wealth of the nation are guaranteed by the state as stated in Article 36 Chapter XV of the 1945 Constitution. Furthermore, regional languages are cultural treasures that can be used not only for the benefit of developing and standardizing our national language, but also for the benefit of fostering and developing the regional language itself (Aliana 2009 in Saputro, 2018). Therefore, Regional Languages need to be maintained and preserved. The Gorontalo language is one of the regional languages of the many regional languages in Indonesia. As one of the cultural treasures of the Indonesian nation, the Gorontalo language needs to be preserved. The Gorontalo language as a regional language needs to receive appreciation, respect and maintenance support from the Government. The form of appreciation and respect is in the form of providing opportunities for its development through language inventory, improving the quality of teaching regional languages, providing opportunities to conduct research on regional languages and literature, as well as establishing policies on regional languages in legislation. Furthermore, maintenance support that needs to be sought is in the form of inventories, documentation, seminars, and also the publication of articles in journals. All of these fall into the category of language development including Gorontalo.

A growing phenomenon, nowadays there is a fact that especially in the life of the people of Gorontalo, many children are not familiar with the local language. In the family environment, even though the father and mother are Gorontalo, the children still tend to use Indonesian. Children and adolescents are more interested in using written language by changing the script and structure of the Indonesian language according to individual wishes and mixing Indonesian, regional and foreign languages according to the communication system they have agreed upon through SMS and Facebook communication. Lihawa, Miolo 2013). If this happens continuously, it is possible for the Gorontalo language to become extinct at a certain time in the future. Due to the decline in the use of the Gorontalo language, the preservation of the Gorontalo language is a necessity. Therefore, the preservation of regional languages is one of the aspects programmed by the Government.

Efforts to preserve the Gorontalo language need to start with Early Childhood Education (PAUD). These efforts are carried out through face-to-face learning. The Gorontalo Language preservation model is in line with the Early Childhood Education curriculum as stated in the Minister of Education and Culture Regulation number 137 of 2014 concerning PAUD Standards article 9, where content standards require that themes and sub-themes be arranged according to the characteristics, needs, stages of child development, and culture. local. This strengthens the opportunity for Gorontalo language learning as an effort to preserve the Gorontalo language among students. On this basis, efforts to preserve the Gorontalo language in early childhood need to be maximized so that children can grow and develop optimally without forgetting the noble values of their culture.

At the Pembina State Kindergarten (TK) of Telaga District, Gorontalo Regency, it is possible to preserve the Gorontalo language through learning. For this reason, it is necessary to prepare learning management carefully so that conservation efforts are in line with shared expectations. One of the problems encountered in the Gorontalo language learning field at the Pembina Kindergarten has not become a priority. Therefore, it is necessary to develop a model for the preservation of the Gorontalo language so that the Gorontalo language is at least controlled by the majority of graduates of the TK Negeri Pembina subdistrict, Telaga district, Gorontalo Regency.

Metodologi

This research on the development of the Gorontalo language preservation model uses the four-D Research and Development (R&D) model by Thiagarajan et al (1974). The stages of the model are: (i) defining, (ii) design, (iii) development (Develop), and (iv) dissemination (Disseminate). The Preliminary Study is carried out at the definition stage. Furthermore, model development and model testing are carried out at the design and develop stages. Finally, the preparation of the recommended model is carried out in a series of stages of dissemination.

For model validation, academics in the fields of Early Childhood Education and Out-of-School Education, State University of Gorontalo, and Kindergarten Educators in Gorontalo Province were involved. The model trial was carried out through the following steps: (i) limited trial, (ii) model revision based on the results of the limited trial, (iii) wider trial, and (iv) model revision based on the wider trial result. Limited model trials were conducted on 15 students, while wider model trials were conducted on 28 students. The model development scheme is shown in Figure 1 below:

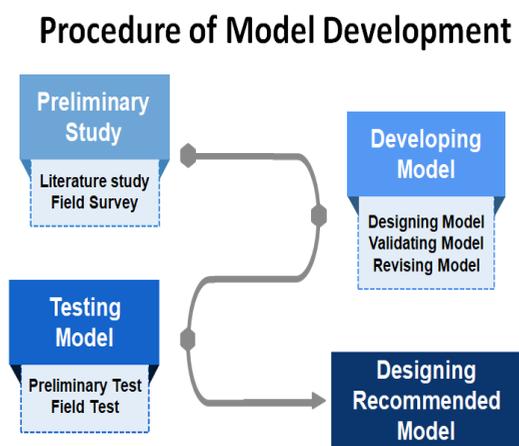


Figure 1. Procedure of model development of Gorontalo traditional language preservation.

Furthermore, for the data collection instruments in this study in the form of documents, tests, observations, and interviews. For data analysis used quantitative analysis and qualitative analysis.

Results

Furthermore, the instrument of data collection in this study is in the form of As has been stated that the Gorontalo language learning for students has been carried out at the State Kindergarten of Pembina Telaga. The survey results found that although Gorontalo language learning has been carried out, it has not been maximized. Some of the causes include: (i) Teachers do not yet have a Gorontalo language learning guide, (ii) The tendency of children to be interested in playing games, and (iii) Not all teachers have mastered the Gorontalo language.

Specifically for the development of the Gorontalo Language Preservation Model at the TK Pembina Telaga, Gorontalo Regency, it uses a paradigm with three components, namely: input, process and output. The input stage is more focused on the preparation of model development which begins with the preparation of students as raw input for developing their competencies. In addition, at this input stage, it is necessary to prepare factors as well as educators, curriculum, media for increasing competence, and costs. Furthermore, in the process stage, namely the implementation of activities consisting of steps, namely planning, implementation, and evaluation. Finally, the output as the expected output is the ability of students after finishing learning.

For the process component, the implementation of activities is carried out in three stages, namely: (i) planning stage, (ii) implementation, and (iii) evaluation.

The planning stages of the activities carried out include: preparation of learning tools, assessments, and learning facilities (including APE and video), and scheduling of Gorontalo language learning. The implementation stages include; Initial activities, core activities, and final learning activities. In this study, the approach used is an integrated thematic approach. Through this theme, efforts are made to train the “speaking language” of students. In addition, video and audio tools are used to train children’s hearing about the pronunciation of Gorontalo language phrases. In the process of the activity, every student is attempted to pronounce every phrase that is taught. For the evaluation activity stage, children are tested for their ability to pronounce Gorontalo language words. Finally, the output component is the output in the form of increasing the competence of the TK Pembina Telaga students to pronounce the Gorontalo language, and to use the language politely and fluently.

For the effectiveness of the model, in the limited trial stage where the target is one class with 15 students the results of the final test are compared with the initial test, the results of statistical tests carried out using the Wilcoxon test were analyzed through the SPSS application with $\alpha = 0.05$ (two test parties) with the following results:

a document, test, observation, and interview. For data analysis used quantitative analysis and qualitative analysis.

Table 1. Statistic analysis of subtraction of Pretest to Posttest (Pre - Post) of Preliminary Test (subject: 15 students); (a) is mean and sum of ranks, (b) is significance test.

Ranks					Test Statistics ^b	
Pre - Post		N	Mean Rank	Sum of Ranks		Pre-Post
a. Pre < Post	Negative Ranks	15 ^a	8.00	120.00	Z	-3.443 ^a
b. Pre > Post	Positive Ranks	0 ^b	.00	.00	Asymp. Sig.(2-tailed)	.001
c. Pre = Post	Ties	0 ^c			a. Based on positive ranks	
Total		15			b. Wilcoxon Signed Ranks Test	

(a)

(b)

The test results obtained a value of $Z = -3.443$ with a value of “Asymp. Sig” is less than 0.001. This indicates that the critical value for z in the column “Asymp. Sig” is less than 0.05. Thus it can be concluded that there is an increase in the competence of students in the Gorontalo language

Furthermore, in a wider trial phase where the target is two classes with a total of 28 students the results of the final test are compared to the initial test, the results

of statistical tests carried out using the Wilcoxon test were analyzed through the SPSS application with $\alpha = 0.05$ (two-party test), with the following results:

Ranks				Test Statistics ^b		
Pre - Post		N	Mean Rank	Sum of Ranks		Pre-Post
a. Pre < Post	Negative Ranks	28 ^a	14.50	406.00	Z	-4.640 ^a
b. Pre > Post	Positive Ranks	0 ^b	.00	.00	Asymp. Sig. (2-tailed)	.000
c. Pre = Post	Ties	0 ^c			a. Based on positive ranks	
Total		28			b. Wilcoxon Signed Ranks Test	

(a)

(b)

From the test results, the value of $Z = -4.640$ was obtained with the value “Asymp. Sig” is less than 0.001. This indicates that the critical value for z in the column “Asymp. Sig” is less than 0.05. Thus it can be concluded that there is an increase in the competence of students in the Gorontalo language.

From the results of the model test, both limited test and wider test as well as discussions with validators and related parties, the developed model needs to be added with supervision.

Thus the results of the development of the Gorontalo Language preservation model through learning at the Gorontalo Regency Telaga Trustee Kindergarten in Gorontalo language as shown in Figure 2:

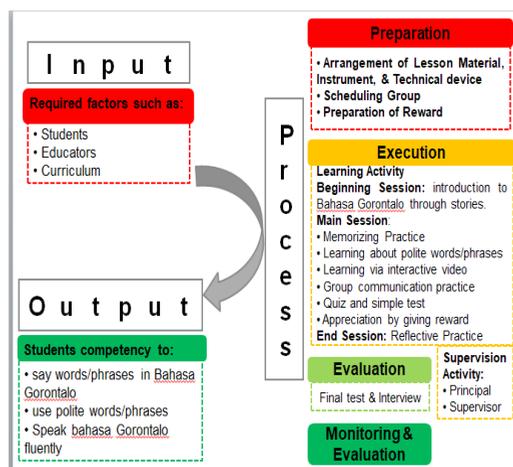


Figure 2. Component of model implementation

Conclusion

Based on the research, the researcher can conclude in the development of the Gorontalo language preservation model for early childhood in this case

to introduce and maintain culture from an early age in learning. This is the goal of achieving research on the development of a model for the preservation of the Gorontalo language at an early age in the Pembina Kindergarten. The target of this research is the achievement of learning indicators and local culture after getting local culture-based learning skills that are developed. Some things that need to be recommended: There is a recommendation from the Gorontalo District Education Office to apply the Gorontalo Language preservation model as a Gorontalo language learning model in kindergartens throughout Gorontalo Regency. Furthermore, it is necessary to have support from the kindergarten principal for the development of a Gorontalo Language preservation model in their respective institutions. the last model of preservation of the Gorontalo language is expected to be a reference for teachers to be applied in learning the Gorontalo language.

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PROBLEMS FACING TEACHERS IN ONLINE LEARNING AT STATE ELEMENTARY SCHOOL IN GORONTALO CITY

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Abstract

The formulation of the problem in this research are (1) What are the problems faced by third grade teachers at SDN 75 Kota Tengah Gorontalo City in the implementation of online learning ; and (2) what efforts are made by third grade teachers to overcome problems in online learning. The purpose of this study was (1) know what are the problems faced by third grade teacher at SDN 75 Central City of Gorontalo in the implementation of online learning ; and (2) Knowing what efforts are being made by the teacher class III to solve problems in online learning. The type of research used is qualitative research. The research subjects were third grade teachers at SDN 75 downtown Gorontalo. The results showed that online learning at SDN 75 downtown Gorontalo, in its implementation, third grade teachers still had problems (1) problems faced by third grade teachers, namely, *firstly*, students had difficulty understanding learning materials (especially mathematics) and *secondly*, not all third-grade students had facilities. (of 22 students, 10 students are actively participating in online learning) the *three* parents are busy with their work so that children do not receive assistance when participating in online learning. *the four* constraints of network disturbances (internet speed access is not yet as needed); (2) The efforts of third grade teachers to overcome problems that arise in the implementation of online learning at SDN 75 Central City Gorontalo City. *First*, the teacher provides students with a theme book, the *second*, the teacher applies offline learning to students who do not have facilities. *the three* teachers conveyed to the parents of students to motivate students to be more diligent in studying and asked parents to pay attention to their children while they were at home. *the four* teachers see the situation and conditions, if the network disruption lasts a long time then the teacher continues learning using the *whatsapp* application.

Keywords: *Online Learning, Teacher Problems.*

Introduction

Learning carried out in schools does not always run smoothly as expected but there are always challenges and obstacles that become obstacles in the process of implementing the learning. Since the Covid-19 virus in March 2020 has had a tremendous impact on almost all fields, one of which is education. The Covid-19 pandemic has made the learning process that was originally carried out face-to-face, now becomes distance learning or online. Precisely in the 2020/2021 school year, the Ministry of Education and Culture (Kemendikbud RI) began implementing online learning in the red, orange and yellow zones. Although the learning process is carried out online, teachers still have to carry out their duties in providing knowledge to students.

In carrying out online learning, of course, it requires readiness from various parties involved in the learning process, especially the readiness of teachers as educators, and from students as students. Teachers as educators must have competencies and of course must master technology, not only that teachers also need facilities in carrying out online learning, and from students as students they must have good learning motivation, environmental support, and also need facilities that can support participation. in online learning, to ensure the achievement of the objectives of the learning carried out in situations and conditions like this.

From the explanation of Nadiem Makarim, Minister of Education and Culture on Friday 7 August 2020 regarding distance learning (PJJ), there are many challenges. Both from teachers, parents and students. The challenges faced by teachers include, teachers have difficulty managing distance learning (PJJ) and tend to focus on completing the curriculum, learning time is reduced so it is impossible for teachers to meet the burden of teaching hours, and teachers also have difficulty communicating with parents as partners at home. Then the challenges faced by parents, not all parents are able to accompany children to study at home because there are other responsibilities, parents have difficulty understanding lessons and motivating children when accompanying learning at home. As well as challenges for students, students have difficulty concentrating on studying from home and complain about the difficulty of assigning questions from the teacher, as well as increasing feelings of stress and boredom due to continuous isolation.

Based on observations or observations made by the author in November 2020 at SDN 75 Central City Gorontalo City, in the process of implementing online learning, there are several inhibiting factors including, not all students have *cellphones*, internet networks that sometimes have problems, students often feel bored in participating in learning, and not all students are accompanied by their

parents because some parents are busy with their work. This of course can affect student learning outcomes or can reduce the effectiveness of online learning.

Literature Review

Understanding Learning

Learning is a planned and structured interaction process using certain guidelines in its implementation. According to Trianto (2011) learning is a product of continuous interaction between development and life experience. Basically, learning is a conscious effort from a teacher to teach students (lead students to interact with other learning resources) to achieve the goals by Slamet (2001) study is an attempt to empower learners by way of interaction behavior and the behavior of the participant teachers students, both inside and outside the classroom. According Hamalik (2009) study is the arrangement of the elements of human, material, facilities, equipment and procedures so as to form a combination of mutual support and complementary in achieving the objectives of the study (Sutiah 2016: 5-6).

The notion of learning cannot be separated from the notion of learning, learning and learning are a series of activities that cannot be separated from each other. The results obtained from learning are used as models in the subsequent learning process. Learning is a learning activity carried out by students as learners and teachers as teachers. The learning process is a system in learning. The learning system consists of several interconnected components so as to obtain effective interaction. (Makki and Aflahah 2019:6-7).

Dick and Carey (2001) explain that the components that make up the learning system are the learner (students), the teacher (teachers), as well as learning materials and the learning environment. (Makki and Aflahah 2019:6-7). From the above definition of learning components, it can be concluded that these components cannot be separated and have connectivity that forms a system in learning. From the several meanings of learning that have been described above, it can be concluded that learning is a process of imparting knowledge, inculcating values and norms from educators (teachers) to students (students).

Understanding Online Learning

Online learning is learning that takes place in a network where teachers and those being taught do not meet face-to-face. According to Isman (2016) online learning is a learning process that utilizes internet network assistance (Pohan 2020:2-3)

From the above understanding, it can be concluded that online learning is a learning process that uses the internet network to support the implementation of the learning process. According to Moore, Dickson-Deane, & Galyen (2011) online learning is a learning activity that uses the help of the internet network with flexibility, accessibility, connectivity and the ability to bring up various types of learning interactions (Sadikin & Hamidah 2020:215-216). Online learning can be understood as a system that facilitates students to learn more widely, more and more diversely. With these system facilities, students can learn more easily because they are not limited by place and time. So that students can study anytime and anywhere (Priatmoko & Ghayyibiyah 2020:77-78).

Online Learning Steps

According to Syarifudin (2020: 32), the steps in online learning a teacher must first prepare the appropriate subject matter. Learning materials are derived from indicators of competency achievement, to implement materials that are in accordance with the content standards in the 2013 curriculum. In choosing online learning materials, constructivism theory must also be considered, namely students must play an active role in it. For this reason, the material presented is not complex or complete material, but the material presented is material that is able to stimulate or stimulate students in compiling or drawing conclusions in accordance with the competencies to be mastered.

In the simple steps of developing online learning materials can be done through planning, creative development, media development, Trial (Belawati, 2020: 120-121).

Principles of Online Learning

Basically, the principle of online learning emphasizes the implementation of meaningful learning activities, namely learning that focuses on interaction in learning activities. Learning is expected to foster educative interactions between educators and students, not just fixating on a pile of learning tasks to students. Educators and students must be connected in the online learning process (Pohan 2020:8).

According to Munawar (2013) the design of an online learning system must refer to three principles that must be met, namely:

1. The learning system must be simple so that it is easy to learn.
2. Learning systems must be made personal so that system users do not depend on each other.

3. The system must be fast in the process of finding material or answering questions from the results of the system design being developed. (Pohan 2020:8-9)

Furthermore, according to Dunwill (2016) there are six basic principles of online teaching that must be considered:

1. Contact between the learner and the teacher
2. Collaboration and collaboration between learners
3. Active learning atmosphere
4. Fast feedback
5. Achievable learning goals
6. Appreciation for the differences that exist between students.

Research Methods

The research was conducted in the second semester of the academic year 2020/2021 of approximately two months. This research was conducted at the State Elementary School 75 Central City. The school building is located in the East Dulalowo sub-district, Central City District, Gorontalo City. Researchers took this school as a place of research because this school is easy to reach or the distance is not too far, and also the teachers or education staff at this school are very friendly and good to work with. In this study, the researcher used a research instrument in the form of a list of questions used to interview third grade teachers. In qualitative research, the instrument or research tool is the researcher himself as the key instrument (Mardawani, 2020: 3). The data in this study were obtained from observations, interviews and documentation studies. The data obtained from the three data collection techniques are presented in the form of descriptive sentences. In this study, the data collection techniques that researchers used were observation, interviews and documentation. In this study, the data analysis techniques used were data reduction, data presentation and conclusion drawing. In this research, the researcher uses source triangulation and triangulation techniques.

Research Results and Discussion

In this study, the initial design that became the subject of research were all homeroom teachers for grades I to VI in public elementary schools (SDN) 75 downtown Gorontalo. However, after researchers are in the field who are willing to become research subjects and provide information about the problems faced by teachers in the implementation of online learning, only third grade teachers.

Other teachers tend to provide information that is not in accordance with the facts that were in the field at the time of the interview. So the researchers decided to focus on the third grade of SDN 75 Kota Tengah, Gorontalo City.

The data that the researcher describes are data from observations, interviews and documentation. In a learning process, there are often obstacles, both learning that is carried out directly at school (face to face), and learning that is carried out online (on a network) these obstacles can come from the teacher, and can come from students.

The teacher as the caretaker in the online learning process has an important role to optimize learning so that it becomes meaningful for students. In the implementation of online learning, of course, it does not always go as expected but often encounter various kinds of obstacles or problems that can result in not achieving the previously planned learning objectives. Based on the findings in research on the problems faced by third grade teachers in online learning at SDN 75 Kota Tengah Gorontalo City as follows:

Problems Faced by Class III Teachers in Online Learning at State Elementary Schools 75 Central City.

Problems or obstacles in the learning process are things that can interfere with or can cause the learning objectives not to be achieved. In general, online learning has many obstacles in its implementation. Not much different in the implementation of online learning in grade 3 SDN 75 Central City Gorontalo City still encounters a number of problems that hinder the learning process, these problems are as follows:

1. Students Have Difficulty Understanding Learning Materials

Learning that is carried out online makes it difficult for students to understand the subject matter presented by the teacher. Students find it difficult to understand the meaning of the teacher's explanation. The difficulties faced by teachers in providing understanding to students are very dominant in mathematics subjects, ranging from low to high grade. Difficulty in teaching mathematics in grade 3, the teacher has difficulty explaining the broad material, the area of the flat shape and the shape of the space. Because in learning that is carried out online, the delivery/explanation of the material is only through *cellphones* so that the response from students is not optimal. This is due to situations and conditions that are not conducive when online learning takes place. Especially on right angle material, it is difficult to explain because it requires practice or demonstration from a teacher to make it easier for students to understand it, teachers also need

support or cooperation from parents because learning mathematics requires logical thinking, there is a need for descriptions or with In other words, learning mathematics requires a process from beginning to end. According to Sudijono (2009) understanding is the level of thinking ability that has a position one level higher than rote memory. Or in other words, understanding can be interpreted as a result of one's efforts in thinking to understand something and being able to see it from various aspects (Kuraesin & Setiyadi 2019: 252).

With learning that is currently being carried out online at SDN 75 Kota Tengah Kota Gorontalo, especially grade 3, it requires the readiness of parents to become mentors for their children. However, it is undeniable that parents also sometimes have jobs so they cannot accompany their children to study online. This is what then becomes an obstacle or challenge for the teacher because the teacher must work hard in providing understanding to students about learning material which incidentally requires direct assistance or mentoring.

2. Student Facility Constraints (*Android*)

In the implementation of online learning in grade 3 of SDN 75 Kota Tengah Kota Gorontalo, about fifty percent (50%) or some students do not have the facilities (*Handpone*) to take part in online learning. who are actively participating in online learning are a maximum of ten (10) students out of twenty-two (22) the number of students in class 3. Of the ten (10) people who are really active only seven (7) students. Even then, from the seven (7) active students, they were divided into two (2) to three (3) study groups where one group consisted of two (2) or three (3) students using one *cellphone*. According to Putra et al., (2020) Online learning is a learning activity that is carried out remotely using connecting media in the form of the internet and supporting facilities such as cellular phones and computers (Tasdik & Amelia. 2021: 512).

In this case the teacher must think creatively to be able to teach or be able to provide the same material to every student even in the midst of the limited facilities needed. Because the factor that causes parents to have not been able to provide facilities to support their children's learning is the demand for living costs in the midst of the Covid-19 pandemic as it is now often suppressing their lives, it is certain that when you have money, you prefer to buy food or other more *urgent* necessities. than buying a *cell phone*.

3. Parents are Busy with Their Work

The family environment is one of the important factors to support student success in online learning during a pandemic like today. Families in this case, especially parents, must play an active role in motivating, guiding and directing

students to achieve learning goals. In the application of online learning at SDN 75 Central City, Gorontalo City, especially in grade 3. The situation and conditions at home are not supportive of online learning because parents are busy with their respective jobs so that children do not get assistance when participating in learning. even the assignments given by the teacher are often sent not according to the teacher's expected time. Parents prioritize the economy first, while elementary school-aged students, especially low-grade students, still really need assistance from their parents when participating in online learning.

This situation is not entirely the fault of the parents but the current situation and conditions are indeed very difficult for parents to be able to accompany their children to study at home because parents have various kinds of activities. However, even so, parents cannot simply release themselves from the responsibility for learning carried out at home during this pandemic. According to Santosa, Retnowati, & Slameto (2020) The quality of education in online learning during the Covid-19 pandemic is influenced by the quality of teacher professionalism accompanied by the contribution and participation of parents (Slameto, 2021: 5)

4. Network Interference Constraints

In online learning, network interference has become a common thing in its implementation. in grade 3 SDN 75 Central City, Gorontalo City, they often experience network problems when online learning takes place using the google meet application, starting from intermittent voices to video conferences that suddenly stop because internet speed access is not up to standard requirements. The school is also taking an assessment, thus more and more people need internet access, so online learning often experiences network problems. when experiencing network disturbances, students are often out of the learning application used. According to Andriansyah, (2013) online learning is one system that can be used as a means to carry out teaching and learning activities without having to meet face-to-face between teachers and students (Yulia & Putra 2020: 328).

Network disturbances when carrying out online learning can certainly hinder the delivery of material from a teacher so that it can have an impact on students' understanding of learning materials. Learning in the network (Online) relies heavily on a strong and fast internet connection to facilitate all activities in it.

Teachers' Efforts to Overcome Problems in Online Learning at SDN 75 Central City Gorontalo City

From some of the problems described above, there are also efforts made by the school, namely the principal and also grade 3 teachers at SDN 75 downtown Gorontalo to overcome these problems. That is:

1. Efforts untuk Improve Student Comprehension

Online learning that is carried out suddenly requires the readiness of teachers and also students to be able to adapt to learning that is carried out with separate distances between teachers and students. This is a challenge for teachers and students because previously learning was carried out directly (face to face). Meanwhile, learning objectives can be said to be achieved if students are able to understand the concepts or learning materials provided by the teacher. According to Winkel, (2004) understanding is the ability to capture the meaning and significance of the material being studied (Yunarni, Dassa, & Asdar 2015:3). At SDN 75 downtown Gorontalo during the implementation of online learning in grade 3, students experienced difficulties in understanding the learning materials. The efforts made by the teacher to overcome this problem are to provide students with theme books to read and study so that students can understand the material that has not been mastered. The teacher gives a theme book to students that will be used for one semester, the book will be collected again after the semester exam ends, the aim is to make it easier for students. The teacher goes to students' homes to tell them which theme book to study, and also motivates students to study harder.

It is not easy for students to be able to absorb or understand what is delivered by teachers with online learning as now it is but this is the choice in the sense most effective to continue to implement the learning in future pandemics like Covid-19.

2. Efforts untuk Addressing Students Not Have Amenities

According to Mudhoffir, (1986) the facility serves as a support for program activities so that all these activities can run *efficiently* (Bangun, 2008: 81). Facilities in online learning are needed by both teachers and students to support the smooth learning process. However, in the implementation of online learning in grade 3 SDN 75 downtown Gorontalo about 50% of students do not have the facilities to take part in online learning. To make this wise, the school implements offline learning for students who do not have these facilities. The application of offline learning is carried out by delivering theme books to students' homes or parents picking up theme books at school.

The efforts made by the school to implement offline learning for students who do not have facilities are already the right choice. However, not optimal. In the application of offline learning, the school, especially the teacher, should maintain good communication with parents so that student learning is more directed and in accordance with the expectations and goals that have been previously planned. Because the application of the offline learning model as it is today will make students confused and do not understand what material to learn if they are not given direction, it can even affect student learning motivation.

3. Efforts to Increase Parental Cooperation

To improve parental cooperation at SDN 75 Kota Tengah Kota Gorontalo, especially parents of grade 3 students. The teacher asks parents to accompany students to pick up theme books at school with the aim of providing understanding to parents to continue to motivate students to be more diligent in studying and must pay attention to students while at home not to play too much instead of studying. Another effort made by teachers in increasing parental cooperation is by conveying the advantages and disadvantages of each student to their parents at the time of receiving report cards so that they can be of concern to parents in the future. According to Driessen, Smit & Slegers. (2005) parental involvement is seen as one of the important strategies to develop and improve the quality of education (Slameto, 2021: 2).

The role of parents is very important for the development of children's learning. In the current Covid-19 pandemic situation where learning is carried out from home, parents cannot separate themselves from taking part in the child's learning process. With this situation, parents are increasingly responsible for the success of their children in the learning process. This learning model requires connectivity from teachers, parents and also students to achieve learning objectives.

4. Efforts d nature Troubleshooting Network

According to O'Brien, (2011) network means interconnected or interconnected chains, groups or systems (Hendri 2017: 138). At SDN 75 Kota Tengah Kota Gorontalo, online learning in grade 3 usually uses the *Google Meet* application to carry out learning but often experiences network disruptions to overcome these obstacles, usually the teacher adjusts to the situation if the network disruption lasts a long time, then the teacher continues learning using the *Whatsapp* application.

Network disruption at SDN 75 Kota Tengah Kota Gorontalo is caused by Wifi capacity that is not maximized or not in accordance with the number of users. So when learning takes place, there are often network disturbances. this should be a concern by local governments, especially those in the field of education in order to improve the quality of education.

Conclusion

Based on the results and discussion of the analysis of problems faced by grade 3 teachers in online learning at SDN 75 Kota Tengah Gorontalo City, the following conclusions can be drawn:

1. M Problem Faced Master class 3 In Online Learning In Elementary School (SDN) 75 Central City City of Gorontalo is as follows:

- a. Students have difficulty understanding the learning material. Grade 3 students have difficulty understanding mathematics, especially in the area of areas, flat shapes, building spaces and also right angle material. Because in online learning, the delivery of material is only through cellphones, while mathematics lessons require a description of the process from beginning to end.
 - b. Student facilities constraints. Student facilities are one of the obstacles in online learning in grade 3 SDN 75 Gorontalo City. Of the twenty-two (22) the number of 3rd grade students is a maximum of only ten (10) people who are actively participating in online learning. Of the ten (10) people who are really active, only seven (7) of the seven (7) people are divided into 2 to 3 study groups, consisting of 2 or 3 students.
 - c. Parents are busy with work. In the implementation of online learning in grade 3 SDN 75 Central City Gorontalo City. Situations and conditions at home are not supportive because parents are busy with their respective jobs so that children do not receive assistance when participating in online learning. even the assignments given by the teacher are often delivered late.
 - d. Network interference constraints. 3rd grade teachers at SDN 75 Kota Tengah Kota Gorontalo use the google meet application in conducting online learning, when learning takes place they often experience network problems, such as video conferences that suddenly stop or sound intermittent, because internet speed access is not up to par. required standard.
2. Efforts made by teachers to overcome problems in online learning at SDN 75 Central City Gorontalo City are as follows:
- a. To Improve Student Comprehension. the teacher provides students with theme books to read and study so that students are able to understand concepts that have not been mastered. The theme book given by the teacher to students is a book that will be used for one semester, books will be collected again after the semester exam ends.
 - b. Students Coping With Having Facility In Online Learning. Efforts made by the school to deal with students who do not have facilities are implementing offline learning. By delivering theme books to students' homes or students picking up theme books at school.
 - c. Efforts to Increase Parental Cooperation. The teacher asks parents to accompany students to pick up theme books at school with the aim of providing understanding to parents so they can direct their children

while at home. Another way the teacher does is convey the advantages and disadvantages of each student to their parents at the time of receipt of report cards.

- d. Efforts in Overcoming Network Disturbances. The teacher adapts to the situation and conditions if the network disruption lasts a long time when using the google meet application, then the teacher continues learning using the Whatsapp application.

Suggestion

Based on the description above, there are several things that must then become the attention of the parties involved in the implementation of online learning at SDN 75 Kota Tengah Kota Gorontalo. Are as follows:

1. For the Principal
 - a. The principal must control or evaluate the learning progress of students more often by holding meetings with all teachers at SDN 75 Central City of Gorontalo in order to discuss all forms of difficulties faced by teachers in the implementation of online learning so that they can find solutions together. best.
 - b. The principal must hold a meeting with the parents with the aim of providing understanding to the parents so that they can work together and can contribute to the success of online learning.

2. For 3rd grade teachers

Teachers must be more creative and innovative in online learning as it is today to be able to attract students' interest so that they can understand the learning material provided by the teacher. And the application of offline learning as much as possible is carried out to the maximum in the sense that it does not only provide theme books to students but must provide direction on themes, sub-themes, learning, and even pages that students must study, so that students are not confused when learning and have enthusiasm. to learn.

3. For Parents

Parents should pay attention to the development of children while at home, especially in children's learning. Organize learning schedules and children's play schedules so that children do not play more than learn and as much as possible accompany and guide children when online learning is in progress, as well as offline learning.

4. For Students

For students, during the implementation of distance learning, they should study harder to improve achievement even in the current situation and conditions.

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THE EFFECT OF ECONOMIC CONDITIONS AND PARENTS' MOTIVATION ON MATHEMATICS LEARNING OUTCOMES OF V AND VI CLASS STUDENTS AT SDN 04 BIAU, BUOL REGENCY

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Abstract

From the cases found by researchers in grades 5 and 6 of SDN 04 Biau, there were several students who were the object of research related to problems regarding their low and striking mathematics learning outcomes. The diversity of student learning outcomes seems to have an influence from their family background. Most students with low grades occupy middle to lower economic positions. When asked the reason, the students admitted that during school, their parents let them work to help their parents. The absence of children in school to help parents then makes the children not focus and of course have poor learning outcomes. In addition, the economic conditions of students who are in the upper middle range tend to have good grades. This is because the motivation given by parents will study and go to high school. Children are provided with facilities and are even included in learning assistance to help with their education. This shows that the economic conditions and the motivation of parents have an influence on the mathematics learning outcomes of the fifth and sixth graders of SDN 04 BIAU.

Key words: motivation, learning

Introduction

Elementary school (SD) is the beginning of the basic school level which is the basic means for children to become students to prepare themselves for higher education. In the 1945 Constitution, Elementary School Education is an effort to educate and mold the life of a nation that is devoted, loves and is proud of the nation and state, has skills, creativity, has good character, is polite and is able to solve problems in their environment. Primary school education is the education of children aged 7 to 13 years as education at the basic level which is developed in accordance with the education unit, regional potential, and socio-culture. Muhammad Ali in his book (2009:33) explains some of the functions of basic education, namely being a place for providing basic skills for children,

related to critical thinking skills, reading, writing, arithmetic and basic mastery in scientific and technological learning as well as communication skills as Minimum basic skills in social life. In addition, elementary school also serves as a basis for preparing children for further education.

In the learning curriculum, in elementary schools in general there are subjects such as Indonesian Language, Citizenship Education, Mathematics, Science, Social Studies, Religious Education, Physical Education, Sports and Health, and Cultural Arts. These subjects should be taught to children as a basis for learning to go to a higher and wider level of education. Of course, each of these subjects has a function or benefit in studying it. In this case the author focuses on learning mathematics which also has a purpose and function for students. Rusyanti (2014) suggests that learning mathematics is a process of interaction between teachers and students where the development of students' mindsets and logic is involved in the learning process that is deliberately created by the teacher using methods to achieve maximum mathematics learning. Mathematics is used as a medium for students to gain experience in using mathematics as a tool to understand or convey information, for example by working on equations, or tables in mathematical models which are simplifications of story problems or other mathematical description questions (Inayati, 2012). In this context, mathematics learning has a function as the formation of a mindset in understanding an understanding as well as in reasoning a relationship between those meanings. Mathematics in schools even has a very important role for students so that they have the knowledge and for the formation of attitudes and patterns of thought.

The implementation of good mathematics learning can certainly be seen from how students learn mathematics at school, in this case in elementary school. Learning mathematics with the functions and benefits as described above means that it has a fairly important role for students in the formation of their mindset, logic and experience. The achievement of the KKM and the running of learning that is in line with the objectives and the achievement of students' Basic Competence can be seen from how the students' learning outcomes in this mathematics subject are. According to Dimiyati and Mudjiono (2006:54), learning outcomes are the results achieved in the form of numbers or scores after being given a test of learning outcomes at the end of each lesson. Meanwhile, according to Mulyasa (2008), learning outcomes are students' overall learning achievement which is an indicator of competence and the degree of change in the behavior concerned.

Ideally, mathematics learning outcomes, especially in Class V and VI of SDN 04 BIAU, meet the KKM standard. However, in practice, there are only a few

students or about 50% of students who complete, and the rest must get remedial in their mathematics learning outcomes. The low level of success in mathematics is realized due to several factors. One of the most frequently encountered factors is the difficulty in learning mathematics that occurs because of the formula in solving a simple problem so that it looks complicated and troublesome. Students will look difficult so they become lazy to continue learning mathematics. However, this learning difficulty is not the only factor causing low student learning outcomes. Lack of motivation from within and from outside students can also be a factor. As can be seen in the various mathematics learning outcomes of students in grades V and VI of SDN 04 BIAU, which are perceived to be related to the high lack of motivation that students get from their parents in student education. Students who get more parental assistance and attention on average can get good and complete learning outcomes. On the other hand, students who lack motivation from their parents are in the order of students with incomplete mathematics learning outcomes. This is in line with the condition where the dominance of parents who provide motivation and infrastructure for their children are parents with sufficient economic conditions. They can facilitate their children by buying books or other counting tools that can support their child's math learning. Even parents seek to provide math tutoring to their children. So that their children's mathematics learning outcomes look good. However, the reverse situation is seen in the learning outcomes of students with low economic families. In this condition, it can be seen that students with parents who are mostly fishermen with low economic ranges show low mathematics learning outcomes. Most of the reason is because parents do not motivate their children, it is not uncommon for parents to invite and allow their children to go fishing or help with their work during school hours. This is the most fatal thing that causes low student learning outcomes. In addition to very minimal motivation, the weak economic condition of parents which becomes an obstacle to the lack of facilities for children in learning is also a very clear picture of the differences in student learning outcomes in class.

This will certainly have an impact that will worsen over time if in fact it is not only true in theory. Of course, if the situation really has a significant impact on the learning outcomes of mathematics, then it cannot be allowed to continue like that. It must be able to find the root of the problem and a solution to deal with it. So that in the future the problems of learning children who are not good can be handled properly. Therefore, the author will conduct research on the EFFECT OF ECONOMIC CONDITIONS AND PARENTS' MOTIVATION ON MATHEMATICS LEARNING OUTCOMES OF V-CLASS STUDENTS AT SDN 04 BIAU, BUOL REGENCY. To find out whether economic conditions

and parental motivation have an influence on student learning outcomes, in this case the fifth grade students of SDN 04 BIAU.

Discussion

1. Economic Condition

According to Soerjono Soekanto (2001:73) economy is a person's position in society in relation to other people in terms of the social environment, achievements, and rights and obligations in relation to resources. Socio-economy according to Abdulsyani (1994:141) is the position or position of a person in a human group which is determined by the type of economic activity, income, level of education, type of residence, and position in the organization.

Regarding socio-economic conditions, Yayuk Yuliati as quoted by Zaenal Arifin (2002) explains socio-economic conditions as a link between social status and daily living habits that have been entrenched for individuals or groups. These entrenched living habits are usually called culture activity, then he also explains that in all societies in the world, both simple and complex, the pattern of interaction or social life between individuals refers to differences in position and degree or status criteria in differentiating status among individuals. Small communities are usually very simple, because in addition to the relatively small number of citizens, people who are considered high in status are not so numerous in number or variety.

2. Parents' Motivation

Motivation gives energy to individuals to perform an action in order to achieve the goals set. McClelland and Atkinson (Sri Esti Wuryani Djiwandono, 2006: 354) say that the most important motivation for education is achievement motivation, where a person tends to struggle to achieve success or choose activities that are oriented towards the goal of success or failure.

High achievement motivation makes children spend more time studying and be more diligent in studying, trying to complete assignments, and asking questions if they do not understand. Children are encouraged to start activities on their own accord, complete tasks on time and be persistent and not give up when they encounter difficulties in carrying out tasks.

Based on the source, motivation is classified into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation caused by internal factors or inherent in the task being carried out, while extrinsic motivation is motivation caused by individual external factors and not related to the task being

carried out. Extrinsic motivation can grow in individuals through the influence of friends, parents, and the environment or society.

According to Stainback & Stainback (1999: 30), the roles of parents are:

1. Parents as facilitators Parents are responsible for providing themselves to be involved in helping children learn at home, develop good learning skills, promote education in the family and provide tools such as places to study, adequate lighting, and books.
2. Parents as motivators Parents provide motivation to children by increasing motivation in doing homework, preparing children for tests, controlling stress related to school, encouraging children to be involved in various activities at school, and rewarding good achievements. obtained by the child. Awards can be in the form of praise or gifts.
3. Parents as mentors or teachers Parents provide help to children by being ready to help learn through providing explanations for parts that are difficult for children to understand, helping children manage study time, and overcoming learning problems and children's poor behavior.

According to Reni Akbar-Hawadi (2003: 45), support from parents can encourage students to excel. Parental support is part of social support. Social support is a social bond that is closely woven between individuals with one another, given in the form of information or advice, affection, appreciation, and assistance materially and non-materially.

Motivation encourages behavior and influences and changes behavior. So, the motivation function includes:

- a. Encouraging behavior or actions. Without motivation, there will be no actions such as the act of learning.
- b. Directing students' learning activities.
- c. Drive like an engine for a car. The size of the motivation will determine the sooner or later an action.

3. The Role of Parents in Children's Education

The role of parents in the education of students is the second educational institution after education in the school environment. If you look at the scope of the community, you can find a lot of diversity in forms and characteristics. However, it is precisely this diversity that can enrich the culture of the Indonesian nation.

Educational institutions provided by parents are one element of the implementation of the principle of lifelong education. The education provided in the school environment is very limited, it is in the family that people will continue it until the end of their lives. All knowledge and skills acquired in the family education environment and school environment will develop and benefit the community.

Parental responsibility for education is a very important factor after school education. This is due to time, relationship, and nature, which occurs in the family environment. There is a lot of time at home, relationships are always established at home, and the traits that are passed down by parents will be the same. This will help children's interest in learning directly or indirectly. (Fuad Ihsan, 2013). Children become good or bad all depending on the parenting pattern of parents in the family. According to Djamarah (2014: 51) the habits of parents (father or mother) in providing care such as caring for and educating children and guidance such as helping and training children in the family, namely parenting in the family. Parents have a very big role in the implementation of student education because seen from the educational environment, parents are called non-formal environments that provide education intentionally and planned to all members but not systematically.

However, what happens is that children's education is often neglected and the lack of parental motivation for children's education is the main problem behind student attendance at school, in order to help their parents who work as fishermen they often neglect their obligations as students.

On a big level, this is indeed the case because it consists of various heterogeneous family members. Every member of the community has indirectly cooperated and influenced each other to meet needs and achieve their goals. Thus the dynamics of society has been running from the past until now and so on. Parents have a big role in the education of their children. Parents are required to provide motivation as a form of support for their children's education. This will certainly have an impact on the continuity of children's education.

4. Math Learning Results

Dimiyati and Mudjiono (2006: 3-4) also mention that learning outcomes are the result of an interaction between the act of learning and the act of teaching. Learning outcomes are the end of the learning process that becomes an evaluation. Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields (Nana Sudjana, 2009:3). Benjamin S. Bloom (Dimiyati and Mudjiono, 2006: 26-27) even mentions that learning outcomes are part of the evaluation which is part of the cognitive assessment of students or students. Evaluation, including the ability to form opinions about several things based on certain criteria. for example, the ability to assess test results. Learning outcomes are abilities that students have after receiving their learning experiences. These abilities include cognitive, affective, and psychomotor aspects. Learning outcomes can be seen

through evaluation activities that aim to obtain evidence data that will show the level of students' abilities in achieving learning objectives.

Learning outcomes are usually influenced by several factors that come from within and outside the student. Factors in students such as how physical and psychological factors in learning that affect learning outcomes, or also known as internal factors. While factors from outside students or external factors are usually related to family factors, school factors, and community factors. This of course has something to do with the economic conditions of the students' families as well.

In this case, it means that if it is associated with one of the subjects being evaluated, namely in this case the subject of mathematics, it means that the results of learning mathematics are the results of the evaluation of learning mathematics in a particular competence or sub-theme that is used as a benchmark in student learning.

Based on an explanation of the understanding of economic conditions, learning motivation and student learning outcomes in mathematics, the researchers can relate the relationship between them which also answers the problems in this paper. From the cases found by researchers in grades 5 and 6 of SDN 04 Biau, there were significant differences in students' math scores or learning outcomes. The difference in question is that most students with middle to lower economics with their parents work as fishermen, often get scores below the standard of completeness. This often happens because students are not focused on studying or school. Especially during the pandemic, students prefer to help their parents. This shows that the economic conditions of parents have an impact on their learning outcomes. The lack of income triggers less motivation from parents for their children's education. In contrast to students with middle to upper economic conditions. They can even provide good support facilities for their children. So that children can focus on learning and most of them get good grades.

According to Soerjono Soekanto (2001:73) economic condition is a person's position in society in relation to other people in terms of the social environment, achievements, and rights and obligations in relation to resources. Socio-economy according to Abdulsyani (1994:141) is the position or position of a person in a human group which is determined by the type of economic activity, income, level of education, type of residence, and position in the organization. If it is associated with the theories above, based on the condition of his family who are in the middle to lower economic line, it can be seen that the level of family awareness is slightly low in motivating children to go to school.

This is of course related to motivation which functions to encourage behavior or actions. Without motivation, there will be no actions such as the act of learning.

Motivation also serves to direct the learning activities of students, the size of the motivation will determine the sooner or later an action.

Especially in the child's environment, parents are one of the motivational drivers for children. If the child is not encouraged or gets support or motivation from his parents, the child will not be enthusiastic, even though he has self motivation or motivation that comes from within him. Of course this has an impact on student attendance at school and further has an impact on learning outcomes. So it can be said that the economic conditions and motivation of parents to school-age children greatly affect student learning outcomes.

Conclusion

Economic condition is a person's position in society in relation to other people in terms of social environment, achievements, and rights and obligations in relation to resources. While motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation caused by internal factors or inherent in the task being carried out, while extrinsic motivation is motivation caused by individual external factors and not related to the task being carried out. Extrinsic motivation can grow within individuals through the influence of friends, parents, and the environment or society.

From the cases found by researchers in grades 5 and 6 of SDN 04 Biau, there were several students who were the object of research related to problems regarding their low and striking mathematics learning outcomes. The diversity of student learning outcomes seems to have an influence from their family background. Most students with low grades occupy middle to lower economic positions. When asked the reason, the students admitted that during school, their parents let them work to help their parents. The absence of children in school to help parents then makes the children not focus and of course have poor learning outcomes. In addition, the economic conditions of students who are in the upper middle range tend to have good grades. This is because the motivation given by parents will study and go to high school. Children are provided with facilities and are even included in learning assistance to help with their education. This shows that the economic conditions and the motivation of parents have an influence on the mathematics learning outcomes of the fifth and sixth graders of SDN 04 BIAU.

Realizing that the author is still far from perfect, in the future the author will be more focused and detailed in explaining the paper above with more sources which of course can be accounted for. conclusion from the discussion of the paper that has been described.

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EARLY CHILDHOOD TUTORING PRACTICES (BIMBEL) IN PANDEMIC ERA: STUDY CASE OF “MENARA ILMU” TUTORING INSTITUTION

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Abstract

The rapid transition of education raises several new problems, one of which is the unpreparedness of teachers and parents, learning becomes less than optimal, especially the level of education for early childhood. There is no denying that this leads to high parental interest in non-formal learning such as private tutoring or private tutoring. The study aims to find out how private bimbel practices are for early childhood during pandemics. The method applied is qualitative descriptive, which is obtaining data using interview and observation techniques. Once the data is obtained it is then analyzed and concluded. According to the results of the study, the practice of early childhood private tutoring in the Tower of Science is more widely used as an enhancer (supplement) of formal education in schools.

Keywords: Early Childhood, Tutoring, Pandemic covid-19

Introduction

The Covid19 pandemic has hit all over the world. In Indonesia, the virus has been spreading since the beginning of 2020 until now. Efforts have been made by all parties to stop the spread of the virus that is increasingly mutating into this more deadly virus. The first policy carried out by the government is to impose social restrictions by changing work activities in offices and schools face-to-face to activities carried out from home (Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 35952 / MPK). A/HK/2020, 2020). The change of face-to-face activities in schools to learning from home or School from home (SFH) has an impact on the quality of education in Indonesia.

The change of teaching and learning activities (KBM) in schools to schools from home requires teachers to be able to adjust all face-to-face activities into online. All Learning Implementation Plans (RPP), materials, and tasks must be delivered online. Some obstacles emerged after the change, including the ability of teachers in conveying material through interesting media and lack of

interaction that occurred so that learning activities were less effective (Agustin et al., 2020). Learning from home is applied to all levels of Education, not least in early childhood education (PAUD).

The learning system in PAUD has a different system from the above level. Early childhood is a child who is in a golden age, where children will be given more stimulus activities to develop 6 aspects of development (Siti, 2017). The golden age experienced by early childhood is the most important foundation in the growth and development of children, so it is important to provide the right stimulus, especially through learning activities while playing. PAUD as a pre-school institution becomes a level of education that certainly should not be passed by children. However, during the Covid-19 pandemic, activities in PAUD were also affected by social restrictions so that teaching and learning activities were also carried out online.

The change of activities into learning from home, requires teachers to create innovative activities so that PAUD learning goals can be achieved. However, in reality there are various obstacles during online activities (Agustin et al., 2020). Not only on materials and technology, but also in the lack of interaction between teachers and students. Where at the PAUD level there needs to be a psychological and physical approach between teachers and students.

During the change of the learning system to distance, to support students' learning activities, many parents are concerned to facilitate children with the help of tutoring and private lessons at home. Tutoring activities (bimbel) are included in non-formal education which is expected to help children learn while at home. Based on Law No. 20 Article 26 related to non-formal education explained that the function of non-formal education is as a substitute, enhancer, and complement to formal education (National, 2003). During distance learning, many parents think that the baby does need a tutor or child guide directly who can really support the growth of children who can only be slightly monitored by the class teacher.

Even so, the spread of the corona virus cannot be ruled out. Coronavirus (Severe Acute Respiratory Syndrome Coronavirus 2) or shortened to Sars-Cov-2. This virus began to spread in Indonesia in early 2020 commonly known as Covid-19 (Ouassou et al., 2020). The spread of this virus through the air and attacks the respiratory part of humans, so it can cause respiratory diseases ranging from colds to pneumonia. Various mild and severe symptoms will be felt by sufferers ranging from fever, cough, to respiratory problems. Corona virus can cause a decrease in lung function as much as 20 to 30 percent even though the patient has been declared cured (Wahidah et al., 2020). In addition to lung organs, for patients with severe symptoms with certain congenital diseases can certainly

experience a decrease in other organs. The rise in covid-19 cases in Indonesia resulted in social distancing policies and the prohibition of associations still needs to be encouraged. Therefore, although education is very important, the existence of coronavirus should not be ruled out and underestimated (Yuliana, 2020). The longer the instability of education that occurs in Indonesia is not surprising if the increasing interest in private tutoring is getting out of control. Because at any time education is like an important need for the life of a human being.

In the National Education System law, Education is defined as a conscious and planned effort to realize a learning atmosphere and an active learning process to develop the potential of learners. Education is carried out in the form of guidance, teaching and training with the cultivation of moral values in an effort to optimize child development (National, 2003). Guidance is also provided as an aid to solving problems facing children and encouragement to develop potential and talent. However, it is also explained that PAUD is a fostering effort aimed at children from birth (0 years) to the age of 6 years which is done through the provision of educational stimulation to help physical and spiritual growth and development so that children have readiness to enter further education (Hasanah, 2019). There are many educational models that parents can choose from. In Indonesia there is formal education, non-formal education, and informal education that can support the development of the potential of the child. All three can be adjusted to the needs of children, especially during pandemics, parents can sort or collaborate education that feels right for children. Like the phenomenon that occurs lately, many parents feel formal education does not run optimally, plus parents have their own busy lives, thus making parents choose to register tutoring services as a solution.

One institution that offers tutoring services or private early childhood is “Menara Ilmu”. The institution, which was established starting in 2019, already has 70 teaching tutors who can accompany students from preschool to high school level. Especially for preschool-age children, “Menara Ilmu” applies Fun Learning methods that prioritize children learning while playing happily. “Menara Ilmu” modified the Montessori model of educational play with materials that were easy to get. Currently, “Menara Ilmu” has 40 preschool students in bantul region of Yogyakarta.

Since the beginning of the pandemic, “Menara Ilmu” educational institution has experienced the ups and downs of the number of study participants. But in recent times there has been a significant increase, especially the level of early childhood guidance. Even every month until it requires additional tutors to answer consumer demand. The increasing number of new enthusiasts enrolling in tower

science educational institutions makes researchers feel interested in studying how the practice of tutoring during this pandemic, so that it can be in demand by many parents of early childhood. The purpose of this research is expected to be a picture to school teachers and other educational institutions about the practice of tutoring that is in demand by parents of early childhood.

Method

This research uses qualitative descriptive methods with phenomenological approaches (Yulia, 2021, p14). This research is aimed at looking at the reality or practice in tutoring institutions or private tutoring for early childhood that are increasingly in demand. The source of the research data comes from interviews conducted with parents and teachers of the Yogyakarta Science Tower private tutoring institution equipped with observation and documentation. But due to a pandemic that requires the implementation of social distancing and large-scale social restrictions (PSBB), interviews are conducted using the WhatsApp application.

Discussion

The increasing interest of parents towards tutoring services in the midst of a pandemic is undeniable. Tutoring is in demand by parents of early childhood to parents of high school students who do need the help of private teachers to help improve the education of their children. Stikes and Dorcy say tutoring is basically a help to someone to solve a problem that he is facing (syaodih, 2005). In practice, education is in practice with the understanding of national education written in the National Education System Act of 1989 which writes that education can be realized in the form of guidance, teaching, and training.

Educational practices will continue to grow as the times progress. This is increasingly felt in times of pandemic, the transition of education that is forced so quickly makes some seem unprepared, so it requires guidance to solve the problem. It is also felt by early childhood parents at “Menara Ilmu” Children’s Guidance Institute. Many parents are worried about the education of their children who are not maximal during the pandemic because they have not been able to follow the distance education process well (Salsalina, 2020). They regret this, according to them education in early childhood the most important thing is to optimize the basic abilities of children by creating experiences directly (Yulia, 2021), less suitable when using zoom media such as adults, children will tend to be passive and boring.

Based on the information provided by early childhood parents who are included in “Menara Ilmu” course, in this situation, tutoring is needed by their children. Informant revealed, in addition to the busyness factor of working from home, not a few parents who feel they do not have adequate qualifications to accompany their early childhood in developing aspects of development in the golden age of the baby. There are also parents who think that tutoring to complete learning materials in school, including material that only a child gets little or even not given to children at all. The opinion of the parents is in line with the purpose of tutoring which aims as a substitute, complement, or enhancer of education in school. Because basically to achieve optimal education, formal education in schools needs to be refined with non-formal education and informal education at home in tandem.

Tutoring is a solution for parents to develop their child’s potential. Tutoring is considered to help children’s development become more optimal, there are already many tutoring institutions available today. Starting from tutoring provided by the school, as well as out-of-school tutoring institutions that can be tailored to the needs of children and the wishes of parents. Nowadays tutoring is better known as tutoring by the wider community, which means additional lessons outside of formal school. But there is a difference between tutoring and private tutoring. Tutoring tends to be similar to classroom learning activities. One tutor will accompany the study class but with fewer students than the students in the class. But currently there is also a private tutor where one tutor only focuses on teaching one student only. As for the practice, tutoring outside of school hours still refers to the purpose of tutoring written in Law no. 20. The year 2004 is aimed as a substitute, enhancer, and also complement formal education in schools (Rahmat, 2017).

Substitutes for Formal Guidance in Schools

Pre-school children are children aged three to six years who are in the period of motor, intellectual, and social physical development (Hurlock 1997). In the draft of early childhood education, of course, it refers to the Standard of Achievement Level of Child Development (STPPA) which is a reference for the entire course of learning based on the level of achievement that must be owned by children in accordance with the stage of age. All the movements of children in school are considered by teachers as a reference for assessment of the extent to which children develop. In school also provided various games or tools supporting child development. So that makes parents quite calm about the education of their children who are well supported in school.

However, in the pandemic all learning activities in schools had to be diverted at home. Many new problems are emerging, either from educators or teachers in schools, or parents at home. One of them is not a few parents and teachers who have not been able to follow the development of technology well. In addition, many parents complain of not being able to coordinate children who tend to be more difficult to manage at home than at school. Therefore, it is not surprising that many parents choose not to enroll their early childhood in formal educational institutions such as kindergarten or PAUD.

Recorded in the administration there are 10 children out of 40 students of “Menara Ilmu” who are not registered in formal institutions. According to the information disclosed by the source registering children in formal institutions in times like this is just a waste of cost and time. Because in reality distance education is not maximal and the same parents must intervene alone in teaching their children, because in practice distance education makes teachers can not act more to help the activities of students. Especially for early childhood who still need a lot of help from adults.

During the ban on learning activities in schools, many parents choose to remove their children from school and enroll their children in private tutoring institutions. As done by early childhood parents in “Menara Ilmu”. Tutoring was initially widely applied as an additional activity, when the pandemic was turned into a substitute education. According to the results of an interview with one of the parents of early childhood, by transferring their children to special early childhood tutoring is the same as getting an education in formal institutions such as kindergarten and PAUD. Activities designed by tutoring institutions are also in accordance with stppa references that are also used by kindergarten and PAUD. It's just that tutoring is more focused on accompanying children. Moreover, parents can choose what kind of guidance model they want to give to their children. For example, parents who choose the Learning Tower tutoring because the tutoring focuses on developing the child's abilities with fun learning methods and improvements in qur'an reading which parents think are suitable for the baby. For parents who do not enroll their children in formal institutions, the average asks for meetings four times to five times a week. This is considered more effective because the tutor focuses on one child.

Formal Guidance Enhancer in School

One of the functions of non-formal education is to meet the needs that are not obtained by children in formal schools (Rahmat, 2017). Especially in pandemic times, the transfer of knowledge and also the assistance of children's learning cannot run optimally. In the study of the science tower, there are many parents

who need help in accompanying children to study. Based on the results of the interview, not a few parents who feel they can not be maximal when accompanying their children.

The guidance at “Menara Ilmu” Turoing Institution provides more educational games to children to strengthen what has been learned with the teacher in the process. By providing tutoring to children as an educational tamahan, children will increasingly understand the material and also add to the child’s experience and build the concept of thinking. Although the learning guide of “Menara Ilmu” has its own curriculum, but tutors also equate the development of children along with the material provided by the school. Because it only wants to be an enhancer, it must be adjusted to the school curriculum. However, in fact, through fun active learning, the child will directly have the ability to learn higher material.

One of the sources said, during online learning, her daughter was only able to understand the concept of numbers, but by providing tutoring outside of school her daughter was able to memorize more numbers because the methods used were fun and also accompanied by a focused tutor. Many parents ask tutors to maximize their child’s potential, because parents feel the child still has a lot of energy and more ability to learn new things outside of the material provided by the teacher through online learning. This proves that to optimize children’s abilities more tutoring is needed, especially when parents are not able to accompany the child well more tutoring is needed, especially when parents are not able to accompany the child well.

The founder of the tutoring institute said there are as many as 20 out of 40 students enrolled in the private tutoring tower of science fall into the category of private bimbel practice which applies private tutoring as an enhancer of materials that have been given by teachers in schools. With the guidance tutor, parents hope that the baby’s pedidikan can be more developed optimally, not limited to the material provided by the teacher only.

Complement to Formal Guidance in School

Tutoring not only helps children optimize cognitive development, there are many tutoring options that can help children’s potential development. As for the kinds of tutoring / lessons that can be given to children such as painting, dancing, singing, counting, athletics, martial arts, to memorize the Quran. The types of tutoring mentioned are one of the offers for parents who tend to be satisfied with the child’s achievement in school, so that the child is given painting, athletic, and so on as a complementary activity only.

“Menara Ilmu” quite provides a lot of complementary activities for children during the pandemic, one of which is english class, developing qur’anic’s reading, and calistung for children of a certain age. This complementary activity is only given to children who do not experience obstacles or distance learning difficulties. Tutors will instruct parents to focus on aspects of children’s development first if anyone is still left behind.

Practices During Pandemics

Although it prioritizes education, but safety and health cannot be forgotten just like that. The spread of cov-19 virus must be stopped. This has more or less affected early childhood tutoring practices, especially in The Tower of Science tutoring. However, the change that is so felt there is an increasing demand for parents to accompany the learning of the baby, and also increase the number of parents who register need tutoring for children.

The implementation of fun learning activities is carried out in the homes of students while still complying with health protocols. This answers the requests of parents related to active learning in order to provide direct experience to the child. Health protocols are an aspect that is not forgotten for both tutors and parents and children. when teacher learning applies distance, so that for the participation of it, the selection of learning media is also considered. The media used is greater to make tutors able to supervise remotely.

Tutoring activities that were able to be carried out by two students at a time, now only done one by one. In addition to maintaining focus, it is also done to meet the crowding ban. Parents and tutors also maintain good communication, among others, to continue to communicate about the child’s development as well as to ensure that tutors and children are in good health. For early childhood who are not healthy can do tutoring with the Online Fun Learning Model that is done remotely. However, even so, tutoring activities still use the media and are attractive without making children become bored and bored.

Conclusion

The covid-19 pandemic that is still spreading in Indonesia makes very significant changes in various aspects of life, not least the world of education. In fact, many parties are not ready for this rapid educational transition, so it is not surprising that education in pandemic times is considered less than optimal. Online learning by using the internet network is considered to make children bored faster and make children passive. Now, private tutoring is like bringing a breath of fresh air to parents, especially parents of pre-school children who feel unable to accompany the child’s learning, both in time and skill qualifications.

These days tutoring is seen to be something different especially in the eyes of parents of pre-school children. If in the past parents thought that education in school is the main education, but today many parents prefer tutoring institutions as a forum for their children to learn. Based on data obtained by researchers, in the pandemic era parents use private tutoring practices as an enhancer or formal education implementation. There are 50% of parents who use tutoring institution as a supplement, 25% as a substitute or replace, and 25% as a complement. The high demand for bimbel as a implementation for early childhood is because many consider it a refinement of formal education that is considered less than optimal in the pandemic era.

In its implementation, tutoring is carried out at home, because it considers the development of children, and also the condition of the area that is considered safe to carry out teaching and learning activities. The activities are also carried out privately, with only one student and one tutor complete with health protocols.

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OPTIMIZATION RELATED TO LEARNING TO REDUCE LEARNING LOSS DURING PPKM

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Abstract

At this time the pandemic has had an impact on educational inequalities across the World because it happened due to the temporary closure of some educational institutions in reducing the spread Covid-19 which is a problem for millions of students, not least in Indonesia. Disturbances in the face-to-face learning process between students and teachers as well as the cancellation of the assessment of the learning process resulted in the psychology of students accompanied by a decrease in the quality of skills and also student discipline. Therefore, this burden is the responsibility of all elements of education concerned, especially for the Indonesian state to facilitate the occurrence of school activities for all educational stakeholders in implementing distance learning programs. At this time, Indonesia is preparing, planning, and overcoming the recovery due to the COVID-19 pandemic, to reduce losses in the world of education in the future.

Keywords: Covid-19, Schools, Education Stakeholders, Indonesia

1. Introduce

The COVID-19 pandemic is a disaster that makes all human beings on this earth miserable. All elements of human life on earth are affected, including the world of education. Several other countries have made decisions to close schools, colleges and universities, both private and public, including in Indonesia. The disaster came suddenly therefore, the government in The whole world including Indonesia had to make a very difficult decision because it had to close schools which were useful in cutting off people's indirect contact and to maintain life, or still have to open schools to keep the workers alive in order to maintain their economic sustainability. There are several impacts on the sustainability of an education, especially in Indonesia, caused by the current Covid-19 pandemic. First is short-term impact, which can be felt by several families throughout Indonesia, whether they are in the city or who live in the village. Because most people in Indonesia are still not familiar with the school learning process carried out from home. Homeschooling for some Indonesian families is a problem especially for parents who are usually productive or work at outside the home because most of them are farmers. Likewise with the psychology of students who always learn

face to face directly with the teacher. Perhaps children have the lowest risk of exposure to COVID-19, as well as mild illness if exposed to the Covid-19 virus. However, they have suffered in some ways as a result of the school closures brought on by the pandemic and which causes primary and secondary school children to lose direct face-to-face access. Many elements of education are sick because of covid-19. Therefore, teaching takes place online. The process runs on a certain scale that has not been measured and tested, because it has never been done before this pandemic. Therefore, in remote or remote villages where there are many school-age children, things go awry too confusion, because information technology infrastructure is very limited, in fact there are some areas that have not been touched by information technology infrastructure. Student assessment online there is still a lot of trial and error because there is no definite system, in fact many assessments are not carried out. The second is the long term impact. Many communities in Indonesia are affected in the long term from COVID-19, both economically and financially. The impact on education in the long term is on aspects of justice and increasing inequality between community groups and between regions throughout Indonesia.

2. Problems arising from the Covid-19 Pandemic

The learning process carried out in schools is the best public policy tool in efforts to increase and improve children's knowledge and skills. In addition, many students think that school is a very fun activity, they can interact with each other. Schools are also able to increase social relations and social awareness for all students. School is a medium for interaction between students and teachers in improve the ability of intelligence, skill and affection between the two. But now the activity called school stopped suddenly because Covid-19 disruption. What is the impact on the learning process at school? Special for Indonesia there is some evidence that a school greatly affects productivity and economic growth. In an article written by Carlsson explains where teenagers Sweden has a different number of days to prepare for important tests. These differences are conditionally random which the authors try assumes the same conditions in Indonesia. The teenagers in Sweden added study for ten days of school and the result they get is improve scores on their knowledge test. Likewise when we refer to Jonsson, that attending school will increase students' memory capacity. Refer to Carlsson if on the knowledge use test and it is assumed that every missing school for 10 days is 1 percent of the standard deviation then school students then in 12 weeks or 60 days of school they will lose 6% of standard deviation. This condition is not a trivial matter. Students will be disturbed knowledge for the future with more complex knowledge problems. The same thing is supported by Lavy, who formulates impact on learning due to differences in teaching times across countries in the world. It

stimulates that the total weekly teaching hours in math, language and science is 55% higher in Denmark than in Austria. This difference is important because the difference significant in the test scores of about 6% of the standard deviation as mentioned above. So it is clear how many deviations are received by Indonesian students because Losing study time at school obviously ends in the student's loss will be loss of their knowledge.

The quantity and quality of parental support provided during the pandemic is more difficult to assess as well as to compare across social groups and across countries. Long-standing literature shows that parents with lower income and in the lower societal strata provide less activities and support for their children (e.g. Strietholt et al 2019) and spend generally less time with them (Sayer et al., 2004). During COVID-19 times, however, when educational support to students was required during working hours and families had to cope with particular difficulties and work-life conflicts (Blasko, 2020), the situation might have changed. Covid-19 surveys in the UK (Cullinane & Montacute, 2020) and Ireland (O. Doyle, 2020) found no, or at most minor differences in the overall time parents spent on supporting their children either by income level or by parental education.

The similarity of Indonesia's situation with other countries in the world must be dealt with promptly. Under normal circumstances, there are many discrepancies occurs between regions. The Ministry of Education under the leadership of the bright young Minister, Nadiem Makarim, echoed the spirit of increasing productivity for students to increase job opportunities when you graduate from a school. However, due to the sudden onset of the Covid-19 pandemic, the entire world of Indonesian education must choose a path that is able to help the school's conditions when the situation is emergency. Therefore, schools are forcing themselves to use online media at this time. However, the use of technology has a lot of problems, there is a lot of problem variance hindering the effectiveness of online learning among others are:

a. Limitations of Mastery of Information Technology by Teachers and Students

Because the condition of teachers in Indonesia, most of them do not understand the use of technology, this can be done found from several teachers who were born before the 1980s. Then the technology problem information limits them from using online media, namely the infrastructure that does not yet exist. Likewise with students whose conditions are almost the same as teachers, most of whom are not yet able to understand the use of technology.

b. Insufficient Facilities and Infrastructure

Technology support devices are obviously very expensive. In many parts of Indonesia, the teachers are still in a very worrying economic condition.

Therefore the welfare of teachers as well as students who limit them from all limitations to enjoy Information technology facilities and infrastructure that are indispensable during a pandemic this Covid-19.

c. Limited Internet access

The internet network in Indonesia is really still not evenly distributed in remote parts of the country. Because some educational institutions, both primary and secondary schools, can enjoy internet access, especially in remote and outermost areas. Even if there is an internet network, the condition is still not able to cover online media used for the learning process during the pandemic. For some areas, the government may have improved overall educational outcomes by supporting rural schools and schools with low average achievements.

d. Unprepared budget provision

Cost is an obstacle because the welfare aspect of teachers and students is still far from what is expected. When they use internet quota or data packages when doing online learning, it's clear they can't afford to pay for it. There are several problems in the use of online media, when the minister of education encourages productivity to be advanced, but on the other hand the financial skills and abilities of teachers and students have not moved in the right direction. Even the state has not been fully present in facilitating the needs. The cost in question is even though there is quota assistance from the Ministry of Education and Culture, but another obstacle is the purchase of cellphones.

3. Problems That Occur during the Student Assessment Process

With regard to the UN, since the issuance of PP No. 13 of 2015 concerning National Education Standards, the second revision of PP No. 19 of 2005, the UN does not determine student graduation. Graduation is determined by the assessment of learning outcomes carried out by schools. However, the National Examination is carried out to evaluate the achievement of graduate competency standards nationally.

This evaluation is also in the context of controlling the quality of national education as a form of accountability of the organizers to interested parties. In accordance with article 57, paragraph 1 of Law No. 20 of 2003 on National Education System. The government organized the National Education System, namely the mandate of Law No. 20/2003 on National Education System and PP 19/2005 on National Education Standards. In PP 19/2005, Article 63 Paragraph 1 it is stated that the assessment of learning outcomes is carried out by educators, education units and by the government. Assessment by the government aims to

assess the achievement of graduate competence nationally in certain subjects in the science and technology subject group. This is done in the form of a national exam (Article 66 Paragraph 1). So juridically this UN has not been abolished because PP 19/2005 which has undergone two revisions is still valid. The UN will be officially abolished if the new PP on National Education Standards (SNP) has been issued and it no longer contains the UN. The UN which was abolished (not deleted) in 2020 and 2021 based on the Minister of Education and Culture's SE was more because of the Covid-19 pandemic. This is what makes the UN can not be held.

There are some basic losses for students at the time of closing schools or campuses. Some forms of exams that should be carried out by students under normal conditions, the exams are canceled or postponed now suddenly because of the impact of covid-19. Internal assessment for schools may be considered less important but for Student family assessment information is very important because it affects the assessment of their children during school. There are also those who consider the loss Student assessment information is very influential for the future sustainability of students. For example, the target skills and certain skills of students who should be years old. This is getting an assessment so that it has an impact on treatment for the next year comes, then it's gone for students who have studied for a long time and are even able to master a lot skills this year but did not receive the proper assessment.

Another problem for students in Indonesian universities. Many colleges in abroad replace traditional exams with virtual aids. This is a new condition for lecturers and students in selecting applicants from college alumni. So that it affects new applicants from college alumni to get a match in the job market and received in accordance with the expected wages. Likewise, companies in Indonesia will choose from the point of view of the college assessor and the aspect of the student's value so that they can participate in the selection in the job market. However, at this time the Indonesian government offers pre-employment card to retrain college graduate skills that are useful in preparing university graduates before working in the future post-Covid-19.

4. Problems That Arise After Graduation

Graduated from university or secondary education in search of work. This year has experienced great disruption due to the Covid-19 pandemic. Because many companies are currently out of business due to not being able to bear the operational burden and pay their employees. as well as students who graduated this year experienced teaching disorders at the end their studies. The direct impact experienced by them is a major annoyance in the final assessment they deserve.

But under any conditions they are still graduating in this wrenching global recession. Competition in the job market very tight because it competes with workers who have also experienced break ups Employment Relations (PHK) from the company where they work and already have work experience. As for if they as fresh graduates of the University then they will inevitably receive wages lower and they will have an effect on career competition (Bobonis & Morrow, 2014).

5. Considerations for overcoming education problems in Indonesia during Covid 19

From the early days of this pandemic, experts have been concerned that enforced distance learning ould lead to massive learning losses in the affected student populations. Moreover, it was also noted that this learning loss will be uneven, leading to a significant increase in the pre-existing socio-economic gaps in education (Blasko & Schnepf, 2020; Blundell et al., 2020; Di Pietro et al., 2020; Hanuschek & Woessmann, 2020). Research comparing the knowledge level of students before and after summer breaks often find a significant reduction in students' achievement – particularly so in mathematics (for the USA: Cooper et al., 1996; Downey et al., 2004; for Europe: Paechter et al., 2015; Shinwell & Defeyter, 2017), and it is argued that beside stagnation, an actual loss of knowledge is also taking place when education is discontinued. Studies on school-closures due to teacher-strikes lead to similar conclusions. (Belot & Webbink, 2010 and Baker, 2011).

However, school closures do not only decrease overall levels of students' knowledge but lead to increasing social gaps in education outcomes. Studies in the US consistently find the summer learning loss in mathematics but especially in reading skills to be highly heterogeneous by social background (Cooper et al., 1996; Downey et al., 2004). These summer-break effects in primary school continue to widen the social gap between high and low socio-economic background students in grade 9 and can even influence high school achievements (Alexander et al., 2007). School learning reduces socio-economic inequality in achievement because instruction time in schools tends to be more beneficial for children from families with lower income and socioeconomic background than for the more socially advantaged ones (Lavy 2015, Burger 2016).

6. The things that must be done by all educational stakeholders are;

a. Government

The role of government is very important and fundamental. Appropriate budget allocation has been decided by Presidential Instruction No. 4 of 2020 concerning refocusing activities, relocating budgets, and procuring goods

and services in In order to accelerate the handling of Covid-19, it must be implemented immediately.

b. Parents

Parents as the main educators in the household must carry out function. As a parent, you have to master all the lessons in your child's school. This is important because children at the elementary school level do not yet have an effective way of learning for themselves. Because of that, parents are obliged to guide all children's lessons at school. Even so, teacher assistance at school needs to be present door to door for all students. This should open up horizons and the responsibility of parents that their children's education must be returned to efforts of parents in educating their children's mental, attitude and knowledge. Good two-way communication by parents and teachers is able to create good achievements during the child's learning process.

c. Teacher

Optimizing teaching and learning supports and resources during school closures. Steps of online learning should be as effective as possible. The teacher is not a burden students in the tasks that are delivered in learning at home. Designing varied learning, according to the abilities, talents and interests of students is also quite effective when done online or distance learning. If necessary teachers present ideas in door to door students. Teachers not only positioning as a transfer of knowledge, but still prioritizing wanting to ngarso sung tulada, ing madya mangun karsa, tut wuri handayani.

d. School

Schools as educational institutions must be vigilant facilitate any changes regarding the education of its students. Behavioral education must be a strong foothold in the midst of development technology and accelerated flow of information. Educational programs that what the school does must really be conveyed to students, especially with online media, the school still has to really attention to ethics as an educational institution. Emphasis on studying at homestudents must really get control so that teachers who teaching through dry media remains smooth and smart in delivering lessons that students must understand. coordination and communication between school and parents to ensure that students are involved in learning, task completion including parental control.

7. Conclusion

The policy of studying at home in educational institutions clearly causes major disturbances, such as student learning, impairments in grading, cancellations

assessment, opportunity to get a job after graduation, cancellation public assessment of qualifications in job selection. How should it be the Indonesian government is doing its best to handle this? School need resources to rebuild lost in learning, when they re-open learning activities. In order to support today's children overcoming Covid-related learning loss and limited future chances related to them, effective policy support is needed. This should consist both in short-term and longer-term interventions. Short-term programs should help the most disadvantaged students and their teachers to make the unavoidable distance learning periods more efficient, and also to help them to catch up once children return to schools. Longerterm interventions on the other hand should consist not only of monitoring and supporting the progress of this age-group but also of preparing schools and teachers for possible lockdowns in the future. As discussed above, countries at high risk of learning loss are generally those lacking important education system features combatting unequal learning outcomes. Adapting education systems to serve all students (i.e. as discussed in Volante et al., 2019) is also an important long term strategy. Recovery for this recovery must be done quickly and precisely with the allocation of the budget from the government for education. Cutting education bureaucracy must be immediate implemented to deal with the impact of Covid-19 on the world of education. Policy The important thing that must be done by the minister of education is to review the assessment for learning, not eliminating, due to the importance of the assessment factor for students, so the better policy is to postpone assessment instead skip school internal assessments. For new graduates, policies must support entry of graduates (fresh graduates) into the job market to avoid periods longer unemployment. The Ministry of Education must coordinate with relevant ministers so that labor-intensive jobs are reopened and refreshed.

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POSITIVE THINKING WITH LEARNING LOSS: OBSTACLE BECOME OPPORTUNITIES

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Abstract

The Covid-19 pandemic has affected many sectors, one of which is education. In the aspect of education, this has an impact on hindering face-to-face teaching and learning activities. All educational institutions are asked to stop the teaching and learning process both at school and on campus and replace it with a distance learning system. As a result, all learning models now have to take place online to break the chain of virus spread. At the beginning of the implementation of online learning, some people thought that online learning would be a learning loss because lecturers could not monitor their students, and lecturers and students panicked because of various new learning platforms and could not move on from old patterns. Online learning is considered ineffective in delivering material to students. While on the other hand, lecturers are required to be a facilitator, motivator, and evaluator of the learning process for their students. But over time, it turns out that learning loss barriers can be overcome. Even lecturers and students have wider opportunities to be more creative and innovative in creating a fun and conducive learning atmosphere.

Keyword: Distance Learning, Learning Loss, Creative and Innovative

Introduction

The Covid-19 pandemic forced many parties to adapt quickly. This is a challenge because education in Indonesia is not yet used to distance learning. The difficulties arise because they have not been trained to use the equipment for the distance learning model [2]. Lecturers and students, even the campus must be able to adapt quickly to this learning pattern. For some lecturers who are not proficient in using technology, they will certainly feel panicked because they have to understand and switch to using technology to deliver lecture material. Even some people feel that online learning will become a learning loss because lecturers cannot monitor their students, especially during practicum learning. Students are also vulnerable to learning loss because students must adapt quickly to these changes and must quickly capture the contents of lecture material or assignments

given by lecturers quickly. The university must also quickly prepare infrastructure and bandwidth infrastructure that is more than sufficient to support the success of the teaching and learning process.

On the other hand, lecturers must move on from the previous habit of teaching with a lecture model, delivering material with a one-way learning system, and making lecturers the main source of knowledge, or even as the only source of knowledge (resources). While students just sit quietly listening to the material delivered by the lecturer until it's finished, only then can students ask questions.

Currently, lecturers must be able to become facilitators, motivators, and evaluators of the learning process that can facilitate students with more discussions and make students honed their analytical skills so that they become creative and superior individuals [1]. For this reason, lecturers must be able to choose appropriate learning media in each of their learning activities. Lecturers must also provide opportunities for students to be active and creative. so that students feel comfortable and happy with the learning process. Lecturers must be able to manage the operational learning process starting from preparing and organizing activities. In compiling learning activities, lecturers must start by setting goals to be achieved, so that students gain experience from each assignment. Lecturers must also be able to provide encouragement to students to be able to hone their abilities and potentials to express their opinions and give appreciation for the efforts given by their students. A lecturer not only provides information and directs student activities but also helps students to learn independently in providing feedback on their own work. Lecturers can help students develop self-concept by providing confidence that students actually can and are able to do something, thus creating a high sense of self-confidence. That way, students can fully take part in every learning activity and practical knowledge and develop students' thinking power. Lecturers must be able to be assessors of student learning outcomes. Lecturers must also be able to become mentors and mentors for students.

Building a culture of quality education begins with the readiness of a lecturer. The role of lecturers can ensure the creation of effective learning that can improve the quality of higher education. Lecturers must be able to think creatively and adaptively to motivate students to think and think. A good lecturer is a lecturer who is able to transform science and technology [10]. This is done as a form of material enrichment according to the lecturer's specialization, which will then be shared with students as a form of practical approach. Lecturers must be able to create a learning atmosphere that can motivate students, and hone their competencies on an ongoing basis in line with the development of science and technology. Of course, this change must be balanced with improving the quality

of human resources through the development and utilization of information and communication technology. In addition, lecturers must be willing to improve their competence in various fields of science.

Various obstacles are faced with this online learning concept. Online learning is considered ineffective in delivering material to students. In addition, different infrastructures such as connection quality, gadgets, and internet quota which are still expensive are the main obstacles for both lecturers and students [7]. At the beginning of the application of online learning, there was an unstable network, limited internet quota and electronic devices, voice delays, delivery of material that was too fast by lecturers, voices that were not caught clearly, unstable internet network, platform applications that were less user friendly, or unclear voice are inhibiting factors that can cause learning loss because lecturers and students are equally frustrated with this situation. Not to mention the complaints of lecturers who feel they do not understand the competence of their students. Not infrequently the parents of students feel that face-to-face learning is like making it up and as if the lectures are entering an indefinite holiday period. However, over time, even for 1.5 years, lecturers and students have come to terms with this situation.

The improvement process in online learning continues to be carried out to fulfill the concept of blended learning which truly combines the face-to-face method in the classroom with e-learning [5]. The use of various online learning platforms is an alternative that really helps students during the pandemic so that students are not too left behind in lectures. Online learning is certainly expected not only to be a substitute for conventional learning (face to face), but later it is expected to be able to go hand in hand and be sustainable with conventional learning. Lecturers and students must use communication media and social media as data storage media that can be used to record all quality teaching and learning activities.

The success of lecturers in conducting online learning can be seen from the ability of lecturers to innovate in designing and preparing appropriate materials, learning methods, and applications. Creativity is the key to the success of a lecturer to be able to motivate students to remain enthusiastic in learning online and not be a psychological burden. This online learning process relies on other media such as ICT media which can be used as a form of delivering learning materials, one of which is through the use of E-Learning. This is needed as one of the interactive media that can help improve the quality of learning because students can access learning materials and can interact and discuss with lecturers widely, so that all learning process activities become very efficient in terms of time.

This paper tries to analyze online learning with all its dynamics based on the aspects (1) the media used; (2) Implementation of learning activities; (3) Obstacles in participating in learning; (4) The effectiveness of the media used; (5) Lecturer and student interaction; (6) Students' interest in participating in learning; (7) Mastery of the material by students; (8) Quality of teaching; and (9) Implementation effectiveness.

Method

By using a lecture evaluation questionnaire conducted at the end of each semester, an overview of the implementation of online learning that is part of the current educational process will be obtained and by using learning using learning media that can be accessed using internet services. Respondents selected were students participating in online lectures who took courses in the Accounting Study Program using online learning media so far, namely BigBluebutton, google meet, chat, video conferencing, skype, zoom, wa groups, and email. In this paper, the number of respondents is 137 students. The aspects tested are: (1) the interaction of lecturers and students; (2) Implementation of learning activities; (3) Students' interest in participating in learning; (4) Mastery of the material by students; (5) Quality of teaching; (6) The effectiveness of the examination; and (7) Obstacles in participating in learning.

Discussion

The Lecture Evaluation Questionnaire is filled out by students after taking the exam in each semester. Of the 137 respondents who filled out the lecture evaluation questionnaire from several courses taught by the researcher, the results were obtained as shown in Table 1 below.

Table 1. Respondent's Answer

Alternative Answer	Frequency	Percentage
Lecturer and student interaction		
Very good	98	71,53%
Good	35	25,55%
Bad	4	2,92%
Student interest in online learning		
Very Interested	101	73,72%
Not Interested	36	26,28%
Material by the lecturer		

Expert	86	62,77%
Not Expert	51	37,23%
Implementation of learning activities		
Very good	29	21,17%
Good	94	68,61%
Bad	14	10,22%
Quality of learning		
Very good	112	81,75%
Good	22	16,06%
Bad	3	2,19%
Obstacles in participating in learning		
No Obstacle	99	72,26%
Resistance	38	27,74%
The effectiveness of the exam		
assignment / take home online	127	92,70%
On-site exam	10	7,30%

Source: Processed data (2021)

Based on the table 1, it can be explained that in terms of interaction between lecturers and students, it was found that 71.53% of respondents answered that the interaction between lecturers and students was very good. This means that students feel comfortable with this online learning process and are able to absorb lectures well. The hope of lecturers as facilitators, evaluators and good motivators for their students can be realized. In terms of student interest in participating in online learning, 73.72% of respondents answered that they were very interested in participating in online learning. Thus the assumption that online learning is difficult, cumbersome, makes it impossible to concentrate, and the fear of students not being able to follow the lesson properly can be overcome. This means that lecturers can become good motivators for their students. In terms of mastery of the material by students, 62.77% of respondents answered that they had mastered the material given by the lecturer. This respondent's answer is very helpful for lecturers in evaluating the delivery of the material. This means that so far the lecture material delivered by the lecturer can be well received by students and students understand and master the lecture material.

In the implementation of learning activities, 68.61% of respondents think that the current implementation of learning activities is quite good. In addition, 81.75% of respondents think that the quality of learning that has been carried out so far

has been of very high quality. Students feel that even though they do not meet face to face with the lecturers, students still feel the presence of the lecturer who greets and pays attention to them. Learning does not only stop at providing material, but also providing understanding of the material and exercises/tasks, conducting joint discussions with students, and giving students the opportunity to ask questions if there is material content that is not clear. Utilization of online learning by lecturers and students of course requires several stages such as preparation of facilities and infrastructure in the form of information and communication technology facilities and e-learning technology, strong policy support from university leaders, training and outreach to students and lecturers. This effort may not be maximized due to limited socialization, an unattractive and innovative appearance, and the low motivation of lecturers and students in dealing with changes in technological developments.

In terms of obstacles in participating in learning, 72.26% feel they have no problems in participating in online learning. In the early semesters when online learning was carried out, the obstacles in participating in learning were very high (64.19%). There are problems with voices that are not clearly captured, unstable internet networks, platform applications that are not user friendly, some students are thrown from the system, and cannot join again due to the influence of signals in bad places, so students cannot attend lectures. until finish. However, after online learning has been running for several semesters, students feel they are used to it and both lecturers and students learn from the obstacles that occurred before and can find solutions. Even for the effectiveness of the exam implementation, 92.70% of respondents feel more comfortable choosing assignment / take home online.

With the analysis of each indicator in the lecture evaluation questionnaire, it can be explained that online learning activities after running for three semesters can run well. Almost all lecturers have tried to innovate by exploring various learning designs so that they can create an innovative learning environment for their students, using learning models that must quickly follow existing changes by continuously innovating to bring up new models that make it easier for students to receive knowledge transfer. From the student side, this online learning can be well received and makes students have independent learning and encourages students to be more active in lectures, although on the other hand lecturers are constrained because they cannot 100% monitor student activities during lectures, so there are still some students who feel difficulty in understanding the material presented online. This means that anxiety and fear of facing the threat of learning loss can be overcome if lecturers and students can make peace and have positive thinking with pandemic conditions, so that obstacles that arise at the beginning of the implementation of online learning can be controlled and overcome properly

and even become opportunities for lecturers to think continuously about how to create new and attractive learning model innovations that hone students' thinking, creative and analytical skills.

Conclusion

Based on the results of the research above, it can be concluded that the quality of online learning for the Accounting Study Program during this pandemic is quite as expected. This continuous online learning if used regularly with wise use of technology will certainly produce learning that becomes more interesting and meaningful. Indirectly, of course, this will be able to improve the quality of the university's human resources, so that it is not impossible that online learning which was previously an obstacle for lecturers and students, can actually be the first step for universities in perfecting E-learning and implementing blended learning, so that can create good learning.

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THE INFLUENCE OF CHILDREN'S PARENTING PATTERNS AND CONFIDENCE ON STUDENTS' MATHEMATICS LEARNING OUTCOMES AT SIGI DISTRICT SD IN THE PANDEMIC COVID-19

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Abstract

This study aims to find out and describe how the influence of parenting and children's self-confidence on students' mathematics learning outcomes at the elementary level of Sigi Regency during the Covid 19 pandemic. This type of research is qualitative descriptive or research that will describe the effect of parenting and self-confidence. children on students' mathematics learning outcomes at the elementary level of Sigi Regency during the Covid 19 pandemic. Then this research was carried out using a literature study which was used as secondary data. Based on the results of research that will be carried out with various studies that have been carried out by various studies, it shows that there is a significant influence between parenting patterns and children's self-confidence on students' mathematics learning outcomes at the elementary level during the Covid 19 pandemic. This indicates that parenting and Children's self-confidence must be considered in improving elementary students' mathematics learning outcomes, especially during the COVID-19 pandemic.

CHAPTER I

Preliminary

1. Background

The massive spread of the pandemic made face-to-face teaching and learning activities abolished to prevent and cope with the spread of the pandemic (Syahmuntaqy, 2020:1). Teaching and learning activities that were originally carried out offline were replaced using an online system by utilizing various learning platforms and social media to support the process of teaching and learning activities (Hasibuan, et al., 2020:1). Learning From Home Activities (BDR) were officially issued through the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 concerning Online Learning and working from home in order to prevent the spread of Corona Virus Disease (COVID-19).

Online teaching and learning activities make all forms and learning processes carried out in their respective homes. Learning and self-development of children academically and non-academically shifts fully into parental supervision. The full role of parents to take over some of the roles of teachers in schools is needed. This is important to be able to maximize children's teaching and learning activities during the pandemic.

In Winarti's research (2020: 131-132) it is stated that students in learning during the Covid-19 pandemic, there are many inhibiting factors in the learning process, especially the lack of parental roles in accompanying their children, because parents have to work so they are not optimal in accompanying children to study. In addition, Atsani's research (2020: 82-93) states that in learning at home there are problems related to accessibility such as the ability to operate gadgets, limited internet quota to inadequate signal coverage. Learning at home, parents play a role in assisting children, encouraging, facilitating needs and helping children create a conducive learning environment (Iftitah & Anawaty, 2020:71-81).

To overcome various problems in the process of children's learning activities during the pandemic, it is important for parents to build good parenting patterns. The research clearly explains that parenting patterns applied by parents to children have various impacts on children's self-development.

The parenting style received by each student is very diverse, this depends on the way the family parenting style is applied by parents to their children. Various parenting patterns that exist in the family are authoritarian parenting, permissive parenting, democratic parenting and situational parenting (Helmawati, 2016:138-139). The way parents educate children will affect the personality so that it can affect children's learning outcomes at school.

Based on the description above and also supported by existing phenomena, the author wishes to conduct research in a scientific paper in the form of a thesis proposal with the title: "The Effect of Parenting Patterns and Self-Confidence on Students' Mathematics Learning Outcomes at SD Sigi Regency in The Covid-19 Pandemic Period.

2. Problem Identification

Based on the background of the problem, the following problems were identified:

- a. The average learning outcomes in Mathematics for students at SD Sigi Regency during the Covid-19 pandemic were relatively low compared to other subjects.

- b. During the Covid-19 pandemic, parents have not realized the importance of online education so that there is less attention to children's education at home.
- c. The parenting pattern of parents during the Covid 19 pandemic was not as expected by children, so it affected the mathematics learning outcomes of students at SD Sigi Regency.
- d. There are still students at SD Sigi Regency who have low self-confidence in participating in online math lessons during the Covid 19 pandemic.

3. Troubleshooting

Based on the results of problem identification, researchers limit the problem to the effect of parenting and self-confidence on students' Mathematics learning outcomes at SD Sigi Regency during the Covid 19 pandemic. The problems that occur are related to parenting patterns and self-confidence and their effect on learning outcomes in Mathematics student. In limiting this problem, the researcher wants to know the relationship and influence of parenting and student self-confidence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 pandemic.

4. Problem Formulation

This research is focused on identifying parenting patterns, self-confidence and mathematics learning outcomes of students at SD Sigi Regency during the Covid 19 Pandemic. Based on several reading references and initial evaluations in the field, the formulation of the problem in this study is as follows:

- a. Does parenting and self-confidence simultaneously have a significant influence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic?
- b. Does parenting partially have a significant influence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic?
- c. Does self-confidence partially have a significant effect on students' mathematics learning outcomes at SD Sigi Regency during the Covid-19 Pandemic?
- d. Does parenting have the most dominant influence on students' mathematics learning outcomes at SD Sigi Regency during the Covid-19 Pandemic?

5. Purpose

In accordance with the formulation of the problem above, this study aims to:

- a. Knowing and analyzing the effect of parenting and self-confidence simultaneously on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.

- b. Knowing and analyzing the effect of partial parenting on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.
- c. Knowing and analyzing the effect of partial self-confidence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.
- d. Knowing and analyzing the most dominant variables affecting students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.

CHAPTER II

Discussion

1. Understanding Learning

Learning can be interpreted as a change in behavior in individuals due to the interaction between individuals and individuals and individuals with their environment so that they are better able to interact with their environment. In his foreign language: "Learning is a change in the individual due to instruction of that individual and his environment, which feels a need and makes him more capable of dealing adequately with his environment" (WH Burton, 1984 in Usman and Setiawati, 2013: 4).

Ernest R. Hilgard in Usman and Setiawati (2013:5), states that: "We may define learning as the process by which an activity originates or is changed through responding to situations, provide the change cannot be attributed to growth or the temporary state of the organism (as fatigue or under drugs)". The free translation is: "Learning is a process in which an activity is generated or changed because it reacts to a situation. The change is not caused by the growth process (maturation) or a temporary state of the organism (such as fatigue or due to the influence of drugs).

Witherington in Usman and Setiawati (2013: 5) argues that: "Learning is a change in personality that reveals itself as a new pattern of reactions in the form of skills, attitudes, personality habits or an understanding".

The three definitions show that learning is a process of changing human behavior or skills. This change in behavior is not caused by a physiological growth process or a maturation process. Changes that occur due to learning can be in the form of changes in habits (habits), skills (skills), or in the three aspects, namely knowledge (cognitive), attitudes (affective), and skills (psychomotor). Learning activities are the most basic activities in the whole educational process. This

implies that the success or failure of achieving educational goals is very much dependent on how the learning process is experienced by students.

2. Understanding Learning Outcomes

Learning outcomes appear as changes in student behavior that can be observed and measured in the form of changes in knowledge, attitudes, skills. This change can be interpreted as an improvement and development that is better than before, for example from not knowing to knowing, being impolite to being polite (Hamalik, 2017:155).

According to Susanto (2016:5), the meaning of learning outcomes is all changes that involve cognitive and psychomotor aspects as a result of teaching and learning activities. Because learning is a process of someone trying to get a permanent form of behavior change. Then to test whether the learning outcomes have reached the learning objectives, an evaluation or assessment of learning outcomes can be carried out.

According to Rifa'i & Anni (2015: 67) what is meant by learning outcomes is the change in behavior that a person gets after going through learning. Aspects of behavior change that a person gets depends on what he learns in school. Changes in behavior that must be achieved by students after carrying out learning activities have been formulated in learning objectives. The purpose of learning is to gain knowledge, skills and understanding mental attitudes or values. The achievement of learning objectives means that it will produce learning outcomes. Relevant to the description of the learning objectives, the learning outcomes include:

- a. Matters of science and knowledge, concepts or facts (cognitive).
- b. Personal matters, personality or attitude (affective).
- c. Matters of behavior, skills or appearance (psychomotor).

From the description above, it can be concluded that learning outcomes are the achievement of learning objectives as indicated by changes in student knowledge that can be measured by an assessment tool called a test. The learning outcomes include cognitive, affective, and psychomotor aspects.

3. Understanding Parenting Parenting

Parenting comes from the words pattern and upbringing. According to the Big Indonesian Dictionary (KBBI), pattern means a fixed pattern, model, system, way of working, form (structure) (Ministry of Education and Culture, 2007:72). While the word “nurturing” can mean looking after (caring for and educating) small children, guiding (helping, training and so on), and leading (heading and

organizing) an agency or institution (Ministry of Education and Culture RI, 2007:73).

Tridhonanto (2014: 5) defines parenting as an overall interaction between parents and children, where parents provide encouragement for children by changing behavior, knowledge, and values that are considered the most appropriate for parents so that children can independent, grow and develop in a healthy and optimal manner, have self-confidence, have curiosity, are friendly, and are oriented to success. Another opinion is expressed by Djamarah (2014: 51) that parenting is the habit of parents, fathers and or mothers in leading, nurturing, and guiding children in the family. Parents have the task of educating, nurturing, and guiding children in order to develop all their potential. This is in line with the opinion of Djamarah (2014: 51) which states that in the context of the family, the parents in question are the biological father and/or mother with the duties and responsibilities of educating children in the family.

Based on the above opinion, the researcher concludes that parenting is a method used by parents to care for and educate their children, where it is the responsibility of both parents because it is through parents that children get their first education in the family. Every parent has their own way and pattern in nurturing and educating their children. These methods and patterns will certainly differ from one family to another. According to Slameto (2010: 60) the way parents educate their children affects their learning success. This is in line with the opinion of Rahmawati, et al (2014), which states that parents who do not pay attention to their children's education can affect their child's development. If parents apply the right way of educating children and in accordance with the characteristics of the child, it will affect the achievement of learning achievements obtained.

4. Types of Parenting Parenting

In educating children, each parent must have a different way. Suherman & Joni (2015:44) classify the types of parenting into three groups, namely authoritarian, democratic, and permissive parenting. Baumrind in Ayundhaningrum & Siagian (2017:106-107), said that parenting is divided into three, namely authoritative parenting (democratic), authoritarian (authoritarian) and permissive (permissive).

It can be stated more clearly about the three types of parenting above are as follows:

- a. Democratic Parenting (Authoritative Parenting)
- b. Authoritarian Parenting
- c. Permissive Parenting
- d. Reasoning Parenting

5. Definition of Confidence

Self-confidence is an important aspect of personality in a person. Without self-confidence it will cause a lot of problems in a person. Self-confidence is the most valuable attribute in a person in social life, because with self-confidence, a person is able to actualize all the potential that exists within himself (Amri, 2018:157).

Confidence in English is also called self confidence. According to the Big Indonesian Dictionary, self-confidence is belief in one's abilities, strengths, and self-assessment (Depdikbud, 2008 in Amri, 2018:159). Self-confidence is one aspect of personality in the form of belief in one's own abilities so that they are not influenced by others and can act according to their will, happy, optimistic, tolerant, and responsible (Ghufron and Risnawati, 2010 in Amri, 2018:157).

According to Lauster (2003) in Amri (2018:157), self-confidence is an attitude or belief in one's own abilities, so that in their actions they are not too anxious, feel free to do things according to their wishes and are responsible for their actions, polite in interacting with others, have a drive for achievement and can recognize their own strengths and weaknesses. The formation of self-confidence is a process of learning how to respond to various external stimuli through interaction with the environment.

Based on the opinions of the experts above, it can be concluded that the definition of self-confidence is belief in one's own ability to be able to achieve targets, desires, and goals to be completed even though they face various challenges and problems and are carried out with full responsibility. Self-confidence is the nature of being sure and believing in one's own abilities, so that a person does not depend on others, and is able to express himself fully.

6. Study of Relevant Research Result

Several previous studies that examined the problem of parenting, self-confidence, and learning outcomes that were considered to have relevance as a reference to strengthen the scientificity of this research were described as follows:

Tisngati & Meifiani (2014) examined the Effect of Confidence and Parenting Patterns in Number Theory Courses on Learning Achievement. This research is an ex-post facto quantitative research. The instruments used for data collection consisted of questionnaires and mathematics learning achievement tests. The results showed that: 1) There was no simultaneous effect of self-confidence and parenting patterns in number theory courses on mathematics learning achievement; 2) There is an effect of self-confidence in number theory courses on learning achievement in Mathematics.

Fitasari, et al (2019) investigated the Effect of Parenting Patterns on Mathematics Learning Outcomes with Self-Efficacy as an Intervening. In this study, the sample used was 149 fifth grade students of SD Cluster IV, Gianyar District. The data collection method used non-test techniques. This type of research is an ex post facto research using path analysis as an analytical method. The results of hypothesis testing show that: 1) there is a significant effect of parenting in the authoritarian category on mathematics learning outcomes of 25.2%; 2) there is a significant effect of parenting in the democratic category on mathematics learning outcomes by 26.8%; 3) there is a significant effect of parenting in the permissive category on mathematics learning outcomes by 11.6%; 4) there is a significant effect of self-efficacy on mathematics learning outcomes of 66.6%; 5) there is a significant effect of parenting authoritarian category on mathematics learning outcomes through self-efficacy by 26.3%; 6) there is a significant effect of parenting in the democratic category on mathematics learning outcomes through self-efficacy of 39.3%; 7) there is a significant effect of parenting in the permissive category on mathematics learning outcomes through self-efficacy of 25.2%.

Kusumawati, et al. (2017) examined the Effects of Parenting, Community Environment and Learning Discipline on the Learning Outcomes of Elementary School Students in Badungan District. This research uses a quantitative approach with a hypothetical study research design. The population of this study was the high grade students of the Bandungan District Elementary School in the 2016/2017 academic year totaling 1,829. With an error tolerance range of 5%, a sample size of 328 was obtained. The sampling technique used single stage cluster random sampling. Data collection techniques using observation, questionnaires and documentaries. The data analysis technique used descriptive and inferential statistical analysis techniques. The results showed that the parenting pattern of parents gave a significant direct effect of 51% on student learning outcomes. The community environment has a direct influence of 14% on student learning outcomes and learning discipline has a significant direct influence of 47.7% on student learning outcomes.

The previous studies above have examined the variables of parenting and self-confidence on student learning outcomes separately. This study combines the two variables (parenting style and self-confidence) as independent variables to be tested for their effect on student learning outcomes.

CHAPTER III

Closing

1. Conclusion

Based on the results of observations and the results of existing research explain the following:

- a. The average learning outcomes in Mathematics for elementary school students during the Covid-19 pandemic was relatively low compared to other subjects.
- b. During the Covid-19 pandemic, parents have not realized the importance of online education so that there is less attention to children's education at home.
- c. The parenting pattern of parents during the Covid 19 pandemic was not in accordance with what the children expected so that it affected the mathematics learning outcomes of students in elementary school.
- d. There are still students in elementary school who have low self-confidence in participating in online math lessons during the Covid 19 pandemic.
- e. Parenting greatly affects learning outcomes significantly this is due to the lack of focus of students in receiving lessons from educators or teachers

2. Suggestion

Basically, choosing the right parenting style for children is very important, especially during the Covid-19 pandemic so that it can provide comfort for children in absorbing the lessons given by educators, and parents also play an active role in increasing children's confidence to continue learning and improve student learning outcomes. study at home.

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PHENOMENON OF LEARNING IN COURSES AND TRAINING INSTITUTIONS

(The Description of Objective Learning Conditions in the Covid 19 Pandemic Era)

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Abstract

The purpose of this study is to describe learning activities in the Educational Units of Course and Training Institutions with a focus on the objective conditions of learning in the Covid 19 Pandemic Era. This research was conducted at the LKP Non-formal Education Unit in Gorontalo. The research method used is descriptive qualitative method with interactive data analysis which includes 1) data collection, 2) data reduction, 3) data presentation, 4) conclusion. The data collection of this research used the techniques of 1) observation, 2) interviews, 3) documentation. The sources of data were taken from course managers, instructors, course participants, and association administrators. The results of the study indicate that learning activities in courses and training institutions show the same learning activities in other Non-formal Education Units. The Covid-19 pandemic condition also affects learning activities at LKP (Course and Training Institutions), especially in the context of learning management, learning support facilities and the tendency to decrease learning absorption. There are a number of factors, both direct and indirect, that cause the phenomenon in question. It is recommended that optimal efforts from managers and instructors are needed to continue various learning innovations, therefore, learning activities at LKP can still be guaranteed in terms of management and the quality of learning outcomes for course participants.

Keywords : Learning; Course; Covid 19; Pandemic Era.

Introduction

One of the public education program services that can build a learning society is through the Course and Training Institute Program (LKP). Course and Training Institute is an educational unit outside of formal school or non-formal education that aims to help the community to further develop themselves and their profession to improve their skills. Through LKP, community members who have

the opportunity to participate in the types and programs developed at LKP are expected to have knowledge and productive skills as an effort to increase income which in turn also improves their welfare and quality of life.

In accordance with article 26 paragraph (5) of Law No. 20 of 2003 concerning the National Education System, courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop their professions, work, independent businesses, and/or continue their education to a higher level. Meanwhile, according to article 103 paragraph (1) of PP No. 17 of 2010 concerning about the Management and Implementation of Education, courses and training are held so that the community can develop professional personalities and improve the vocational competence of course participants.

Referring to the Laws and Government Regulations, the Education Unit through the LKP should strive to maintain the quality of management and service of all types of learning programs offered, hence, the LKP truly meets the learning needs of the community and the quality of its graduates, in order to compete in the world of work. In this regard, to run the LKP optimally, several efforts need to be made, including;

1. Availability of educational service programs.
2. Affordable education costs for the community.
3. The type and level of education is getting better.
4. There is no difference in educational services.
5. There is a guarantee for graduates in the world of work
(Directorate of Course and Training Development, 2017)

The above efforts are general criteria that must be owned by LKP and this is something that becomes a target to the management and learning services of LKP are as expected by the community. This also means that LKP is an institution that will accommodate the needs of the community in developing special knowledge and skills in order to compete in the era of industrial globalization, especially for people who want to continue their studies or work abroad.

As an educational institution based on expertise and skills, managers and instructors are adaptive to changes and developments, especially related to qualifications and competencies, therefore, the targets achieved by LKP in producing quality graduates are relevant to the expectations of the community and/ or LKP participants. This is important because the influence on the management and learning services fostered in LKP will always occur and thus must be handled wisely at the level of implementation.

Learning conditions during the pandemic must be able to be utilized by changing patterns of thinking, learning patterns, patterns of scientific that are more meaningful in order to respond to the Covid 19 period can be maximized with productivity that characterizes meaningfulness. Phobia feelings are minimized by being optimistic that all activities will continue with the new normal health protocol, especially in the education sector segment, both in formal education and non-formal education/out-of-school education.

Every individual must be responsive to the limitations during the pandemic to remain productive in their field and interpret this pandemic condition as part of a change that still has to prioritize representative attitudes and behavior in the new order to create a more varied learning space. This also means that any changes in the learning system can design new conditions and have prospects with previous and future conditions, so each related element must be able to adapt to these changes to realize a learning process with comprehensive values.

Based on exploratory studies that have been conducted in several non-formal education/out-of-school education units, especially in Course and Training Institutions, it shows a different phenomenon compared to learning service activities before the Covid 19 pandemic. Conventional education took place with direct interaction between elements (educators, staff and students) now switch to indirect interaction learning. Restrictions on direct interaction in education sometimes occur in certain situations, but not in the context of social restrictions such as what people live currently in an effort to prevent the spread of the virus during the Covid 19 Pandemic.

These restrictions have both positive and negative impacts on the achievement of learning objectives. Social restrictions have an impact on education policy, learning must be pursued with various consequences. This is very influential in the adaptation period due to changes in strategies, mechanisms and learning systems.

The phenomenon shows that there are a number of factors that also influence the dimensions of LKP management and implementation, including management must demand a number of innovations, strategies and sustainable initiatives. The decrease in operational costs sourced from students, and the tendency to decrease the absorption of students in each learning event. The causes of these factors need to be found so that the true nature of the problem can be identified, which in turn will be conducted with appropriate solutions.

The study was conducted to determine the objective conditions of the implementation of the course and training institution service program, obtain data on actual problems in program management and types of LKP services and

formulate recommendations for the findings of this study. In addition, this finding is expected to provide scientific information in formulating various strategies that can be used to improve the quality of learning for students (learning citizens).

This is in line with the statement that the urgency of improving the quality of education for learning citizens as the target of non-formal education efforts is expected to provide opportunities in implementing the learning process and contribute to assisting learning citizens in solving any problems they face in learning activities (Isa, A. H, et al. 2021)

Method

As stated in the previous description, this study aims to describe and analyze the objective conditions of the implementation of the LKP service program during the Covid-19 pandemic. It also identifies data on actual problems and efforts to manage programs and types of LKP services, formulate various efforts that can be used to improve the learning quality of learning residents. These are the recommendations of the findings of this study.

This research was conducted with a qualitative field study approach, but due to the Covid-19 pandemic conditions, the use of data collection techniques was adjusted to the good conditions of the observation, interview, and document processes while still complying with health protocols. This study uses a descriptive qualitative approach. Descriptive qualitative research is research that explains concrete, actual, realistic phenomena, because this research aims to describe systematically, factually and accurately the existing facts, properties, and relationships between the phenomena studied (Rukajat, 2018). The subjects in this study were managers, instructors and administrators of LKP/LPK associations.

In qualitative research, researchers are the main tool in research or human instruments (Mamik, 2015). The data analysis technique used in this study is the interactive analysis technique of Mils and Huberman. The data analysis technique uses an interactive approach following the Mils and Huberman formula (Ilyas, 2016) as follows: 1) Data collection. 2) Data reduction. 3) Data presentation. 4) Conclusions drawing/verification.

Result and Discussion

The Course and Training Institute as an educational forum in Non-formal Education/Out-of-School Education Units has a mission to educate the community through the content of productive knowledge and skills and are ready to be used as provisions for work or develop skills in the interest of relevant to the skills possessed. In line with the intended meaning that 'skills subjects have the function

of developing creativity, developing a productive attitude, being independent and developing an attitude of respect for various types of skills/jobs and work results' (Arisansi, 2014; Supriyanti, 2013).

Today, there are plenty of skills that are being developed in schools, both public schools and overseas vocational schools. Skills in the context of learning is an attempt to acquire agile competence, quickly and precisely in dealing with problems. Therefore, the skills learning refers to competency learning, namely a learning model where the planning, implementation and assessment to master the competencies. This learning approach means that students can master the specified competencies.

In general, the benefits of learning skills for students are as a provision in dealing with and solving problems, both personally, in society and as citizens. While the main purpose of skills-based education is to increase the relevance of education to real-life values or to prepare students to have the abilities, willingness and skills needed to maintain survival and develop themselves.

Skills learning is basically learning that is directed; hence, learners can develop life skills. Because in everyday life, humans will always be faced with life problems that must be solved by using facilities and situations that can be utilized. In addition, skills learning also refers to competency-based learning, namely a learning model in which the planning, implementation, and assessment refers to the mastery of competencies.

In the context of education, learning about skills are part of learning skills. The content of learning skills will bring up other skills, both cognitive, affective and psychomotor. In the dimension of learning skills, it is more inclined to the psychomotor aspect. Through learning skills will be found a form of special skills that are in accordance with talents and interests and can be used as a basis for earning a decent income.

There are several things that need to be considered in learning, namely (1) mastery of competence by students, (2) mastery of student competencies must have commensurate with the competencies in which they are used, (3) student learning activities are individual, and (4) competency learning must enrich through materials for faster students and improvement programs for those who are slow, so that the different rhythms of students' learning rhythms are served (Arisansi, 2014 and Supriyanti, 2013).

In terms of associated with the skills that are fostered in LKP, the aspects stated above should be a concern for managers and instructors to manage learning well, therefore, students as individuals have learning skills, easily acquire various

other additional skills, including skills for work which are part of the ability to work, and part of the creativity of the future life.

Objective conditions of the Course and Training Institute

Basically, the existence of a Course and Training Institute (LKP) in every region, both Regency/City and Province, is expected to produce more competent, multitalented and creative human resources that can reduce unemployment in our country and certainly can increase community productivity related to reduce unemployment, increase income and quality of life. Therefore, the commitment of all parties, including local governments, managers and instructors, to the role of LKP in providing quality learning becomes something that needs to be done on an ongoing basis.

Based on data obtained from relevant data sources regarding the objective conditions of the Course and Training Institute (LKP) and Job Training Center (BLK), especially in the Gorontalo area, as listed in the following table:

Table : 1
Current State of the Institute for Courses and Training/Job Training Center

No.	Region	LKP	BLK
1.	Gorontalo Province	-	1
2.	Gorontalo City	29	1
3.	Gorontalo Regency	17	1
4.	Bone Bolango Regency	7	-
5.	Gorontalo Utara Regency	1	-
6.	Boalemo Regency	4	1
7.	Pohuwato Regency	4	1

The data in the table 1 show that the Gorontalo region as a province has a government and development work area with 1 (one) city and 5 (five) regencies with a varying number of LKP and BLK. Province Gorontalo currently has 1 (one) BLK, Gorontalo City, Gorontalo Regency, Boalemo and Pohuwato Regencies each have 1 BLK while the other two regencies, namely North Gorontalo and Bone Bolango, do not yet have BLK. The presence of BLK in each region becomes a regional government policy because all interests related to the management and development of BLK are facilitated by the government, both facilities and infrastructure, operational financing, types of programs being fostered and also empowering BLK instructors.

Furthermore, the LKP data in this area shows that the number varies in each region, Gorontalo City with the most LKPs, namely 29 LKP, Gorontalo Regency with 17 LKP, Bone Bolango Regency 7 LKP, Boalemo and Pohuwato Regencies each 4 LKP and North Gorontalo Regency 1 LKP. From this data, it can be stated that the number of LKPs in each region is still open to opportunities to be developed, especially in areas where LKPs are still minimal. This is important because the existence of LKP in each area becomes an alternative for the community that can be utilized to develop their potential through learning relevant and productive skills, expertise. Apart from that, the presence of LKP in each region directly affects the more productive the community with the skills and expertise. In the end, it also has an impact on increasing income and quality of life.

For services, skills and expertise fostered at LKP include various types which are depend on the service focus of each institution, the availability of resources and development opportunities. The types of programs and specializations fostered in each LPK are as shown in the following table:

Table 2
Types of Programs Institutions Courses and Training

No.	Type of Program
1.	Office Apps
2.	Computer/Computer Operator
3.	Sewing/Fashion Design
4.	English
5.	<i>Meuble</i>
6.	Culinary
7.	Skin Care Beauty
8.	Bridal Makeup
9.	Hairstyling
10.	driving
11.	Automotive
12.	Nursing Assistant
13.	Embroidery Technique
14.	Motorcycle Engineering
15.	Mobile Engineering

Taking into account the data in table 2, it can be stated that in the Gorontalo area, the types of skills and expertise fostered in LKP that were identified during this research activity were 15 skills/expertise. It is realized, of course, that there

are other types of skills/skills that are not included in this data because of various factors, one of which is the type of skill that has not been institutionalized in an LKP even though has met the requirements in accordance with applicable regulations.

Of the 15 types of skills/expertise in the LKP, the data shows that the participants' interest in the choice of skills varies. The types of skills that are dominantly in demand by participants include: Sewing/fashion design, Computer/Computer Operator, Office Applications, Catering, and Language skills. Some of these types of skills in LKP for current conditions are still in great demand by students with certain considerations both from participants and from the manager that show how important is the prospect of skills needed by users.

The phenomenon of management and learning activities in LKP and alternative development notes.

To identify data related to the phenomenon in question, a data search is conducted through data sources for managers, instructors and association administrators engaged in the LKP/LPK sector. Based on the information and documents obtained, it can be described as follows:

1. The Covid 19 Pandemic has a major impact on the management and implementation of LKP/Courses.
2. The LKP/Course Manager also feels the change caused by the current Covid 19 pandemic condition.
3. Government policies related to the Covid 19 pandemic (Lockdown, PPSB, Emergency PPKM Level 3-4 are currently affecting the overall implementation of LKP/Courses, especially the implementation of health protocol to avoid crowds.
4. The management and services of computer LKP are still normal. Referring to the government's policy within the PPKM framework, what is being done is limiting the number of participants at each meeting by implementing a strict process (5 M).
5. One of the course services which is a computer skills course must be conducted offline because skills require great attention and supervision for the achievement of participant competence. Except that participants are looking for jobs by LPK/courses.
6. The capacity of course participants that take part in learning at LPK is still stable, meaning that the influence of current conditions has not fully affected it. The important thing is that the attention of the manager/instructor to monitor each stage of learning must be more optimal.

7. The impact of the Covid 19 pandemic can be minimized, the important thing is how the manager provide tips to get out of uncomfortable conditions so that services can be conducted.
8. For the LPK/Computer courses, it needs to maximize services to participants, managers/instructors, even visiting residences at certain times. Meanwhile, the courses are in other fields: sewing, culinary arts, hair beauty, skin and bridal make-up, the service remains centered on the LKP/course institution.
9. The capacity of course participants to take part in learning at LPK is still stable, meaning that the influence of current conditions has not fully affected it. The important thing is that the attention of the manager/instructor to monitor each stage of learning must be more optimal.
10. The impact of the Covid 19 pandemic on the LPK/Course is currently divided into 2 (two) factors: the financing factor, the decline in people's purchasing power, the participants being unable to fulfill their obligations to pay course fees, and the decreasing absorption capacity of course participants towards the material being taught (a main factor that cause is still unknown).

Based on this data, in general, it can be stated that the management and learning of the type of program in each LKP / is still ongoing in a stable manner even though in practice it is still implementing health protocols because it must follow the current rules during the Covid 19 Pandemic. The learning approach used applies a pattern online and offline, for activities based on practice and training, they are conducted offline with certain arrangements.

From the data sources, information is also obtained that in learning services at LKP there are several factors that also influence, including; problems of operational costs, increasing gaps (facilities owned by students are different) and the tendency of decreasing absorption of course participants to the material being studied.

The implementation of learning in LKP requires serious attention, especially for managers to apply good organizational management as well as an approach based on clear considerations, particularly in services to students. The point is that managers must have initiation, creativity, therefore, LKP always has continuous innovation.

The research findings above require various approaches as alternatives to be considered in improving learning activities in the current stage of LKP. The notes that are part of the recommendations include; (1) the government continues to allocate stimulant assistance to underprivileged participants (for free) to participate in LPK/courses, (2) government facilities are needed regarding refreshment of the

competence of Managers and Instructors related to strengthening competencies that must be developed. Providing assistance for infrastructure/skills facilities related to fields and programs in LKP/Courses, and (3) flexible and easier processing of institutional operational permits.

With regard to the implementation of learning at LKP in the current Covid-19 Pandemic situation, it is necessary to have strategies to be implemented in LKP, among others, as follows: (1). Optimizing teaching and learning supports and resources during school closures. This strategy explains that schools need to optimize all efforts to support teaching and learning activities as well as support in the form of a variety of learning resources as long as schools do not have face-to-face meetings. In essence, the absence of face-to-face learning should not reduce the essence of learning, including how teachers and schools can still monitor students' attitudes and character. (2). Offsetting the learning loss when schools reopen and fix the loss of student interest in learning when schools reopen. Long periods of time without face to face may cause many new problems, especially regarding the achievement of students' knowledge and skills. Schools in this case can make some additional hours for students who are indicated to be very behind in lessons (seen from the quality of the learning outcomes collected). (Djuanda, E L 2021).

The formula proposed by Djuanda can also be considered to be applied in the management and implementation of LKP, of course, it requires adjustment and alignment by taking into account the competence of managers, instructor qualifications, student characteristics and facilities and infrastructure contained in LKP. These elements are meant to be meaningful because through the activities developed in LKP, we hope that graduates actually have competencies that can be immediately implemented and compete in the world of work.

This is also in line with the statement that because in everyday life, humans will always be faced with life problems that must be solved by using facilities and situations that can be utilized. In addition, skills learning also refers to competency-based learning, namely a learning model in which the planning, implementation, and assessment refers to competency mastery (Arisandi, 2014).

This means that with the provision of skills students master a number of knowledge and skills that are ready and used in the field of work unless it becomes an alternative to face the next activity. Skills can provide the ability to do something well and carefully. The skills program is an advanced program that is intended to provide pre-vocational skills with awards so that they can be developed by themselves for the provision of working in the community if students are unable to continue their studies (Nur Kholifah, et al. 2020).

Conclusion

The management and learning of the type of program at each LKP continues in a stable manner even though in practice they still apply health protocols because they must follow the rules that apply during the Covid 19 Pandemic. The learning approach used applies online and offline patterns, for practice and practice-based activities then done offline with certain settings. It is recommended that optimal efforts from managers and instructors are needed to carry out various learning innovations so that learning activities in LKP can still be guaranteed in terms of management and quality of learning outcomes for LKP students.

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THE ROLE OF EDUCATORS IN DEVELOPING CONFIDENCE IN CHILDREN AGED 5-6 YEARS AT ILOHELUMA KINDERGARTEN, KABILA DISTRICT

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Abstract

This study aims to describe the role of educators in developing the self-confidence of children aged 5-6 at Iloheluma Kindergarten, Kabila District. The research methods used in this study were qualitative and experimental. The data collection techniques were observation, documentation, interviews and questionnaires and the data analysis were data reduction, presentation and conclusion drawing. The results of this study illustrate that the role of educators an Iloheluma Kindergarten still needs to be optimized according to their role as educators, namely, educators as teachers, educators as managers, educators as innovators and supervisors, educators as communicators, and educators as motivators. This research shows that the highest percentage of children's activity increase their confidence. This is because children tend to be interested in the early part of the activity that results a high percentage value.

Keywords: Educator; Children's confidence

Introduction

Education is long-term investment that has a huge value in society. Investment in education is in the form of knowledge and character values to provide a quality generation. The purpose of education is part of the national goals as stated in the preamble of the 1945 Constitution of Indonesia, which is 'Educating the Life of the Nation'. Based on the preamble of the 1945 Constitution, education is necessary to create an intelligent nation that can compete with other nations. Building a smart nation starts with education from an early age.

Educators play a very important role in socializing and controlling students' emotions in activities conduct at school and even in everyday life. According to Susanto, (2014: 138-139) factors affecting the development of a child's self-confidence is the key to success in establishing social relationships, such as when children play can train children to understand the feelings of other friends. In their

interaction, they will help children understand other people not just themselves, namely their friends, have a different perspective from themselves.

Low self-confidence sometimes hinders achievement, because children have a fear of being wrong in doing the tasks that have been given by the teacher and even asking for help from their friends to do their work because they lack of confidence in their abilities. Parents have high hopes for their children to grow up with high self-confidence by feeling confident in their own abilities and not depending on others. Various personal weaknesses become a source of decline and affect the level of self-confidence, including physical abnormalities, often experience failure, lose in competition, unable to face existing problems, unable to adapt to the surrounding environment, give up easily, and unable to attract people's sympathy. The wrong parenting pattern also causes self-confidence to decrease, children become hesitant, there is a fear of repeating mistakes and being scolded by parents in doing the assigned tasks.

The way to increase self-confidence is to play actively but it also has educational properties that are beneficial for development. One of them is the method of role playing or also called pretending, fantasy, imagination and drama, for example being a doctor, nurse, patient, shopkeeper or buyer. This is not without meaning, many benefits are obtained and one of them is to increase and develop self-confidence.

The initial observation was conducted at Iloheluma Kindergarten which is one of the educational institutions in the Kabila sub-district. This kindergarten was established in 1972 which has 5 teaching staff and 36 students. In addition, researchers also conducted interviews with main teacher about children's self-confidence. In this case the main teacher gave information, which is in class A there are 6 children who have low self-confidence. The main teacher revealed that children tend to be reluctant to work together when given group assignments, because educators have limited access to care and teach children during the pandemic, therefore, children were given some tasks to do at home. In addition, educators do not fully understand the character of each student. Therefore, when learning occurs, children are also reluctant to give a good response to educators because previously children tend to be closer to parents. Therefore, at this Kindergarten, the role of educators is important to develop children's self-confidence.

Method

Research methods include qualitative and experimental research procedures and techniques. Research methods are an important step in solving research

problems. By mastering research methods, researchers can not only solve various research problems, but also develop the scientific field that involved in. New discoveries that are useful for the wider community and the world of education. The research method used is descriptive qualitative research method. The nature of the data displayed is qualitative data. Qualitative approach is a research procedure that produces descriptive data in the form of written words from people and behavior that can be observed. Some of the main characteristics of this research are that the data source is reasonable, the researcher as a research instrument, seeks meaning as far as the occurrence of events or so on (Musyarofah, 2016).

Results and Discussion

Based on the results of the study, the researcher describes the role of educators in the social emotional development of children in accordance with indicators related to this research, such as the role of teachers in the social emotional development of children at Iloheluma Kindergarten, Bone Bolango regency.

1. Teachers as Educators

Educator is the main and foremost role, especially for students at the basic education level. In this case the teacher as an example for students, as a role model, provides examples in terms of attitudes and behavior, and shapes the personality of students. In accordance with the results of the study that the role of the teacher or educator is very flexible, this is reflected in that providing education to children is one form of the process of forming a child's social and emotional state, therefore, the teacher acts as a role model for students, therefore, what the child does will reflect his personality in the future. The role of parents is also very much needed too because they are also part of informal education or the essential role for children's learning. It can be stated that most of the teacher's role as an educator has been implemented.

2. Educators as Managers

Educators have a role to enforce the rules and regulations that have been mutually agreed upon at the school. In this case, the teacher plays a role in providing direction or signs for provisions, therefore, school rules can be implemented as well as possible to be done by children. Educators also play a role in providing direction in socializing participants. Based on the results of the study, it can be revealed that teachers and parents are people who are fully responsible for their children or students because teachers and parents are leaders as well as managers both at home and at school, therefore, it is hoped that the system implemented in schools can have a positive impact on children. Hence, a teacher is always able to oversee the implementation of the main tasks and functions based on the provisions of the applicable legislation.

3. Educators as Supervisor

Educators as supervisors are related to providing guidance and supervision to students. In this case, the teacher must be able to understand the problems faced by students, find problems related to students' social emotional processes and finally provide solutions to solve the problem. Based on the findings, the role of educators as supervisors greatly affects the results of children's education, therefore supervision of children is further intensified and when children are involved in problems, teachers and parents can provide solutions or assistance to children to make them feel safe and not afraid when they face trouble. Therefore, each individual is also a growing to be better. The rhythm of educators must act as supervisors and guide participants so that they can find the various potentials they have as a provision for their lives, guide participants to help them achieve and do their developmental tasks, with this achievement they can grow and develop as an ideal human being that is the hope of every parents and society.

4. Teachers as Innovators

Educators must have a high willingness to learn and increase their knowledge and skills as teachers. In this case, the teacher must be able to produce useful innovations to improve children's social and emotional feeling. Based on the results of the study, it shows that every learning that we provide is always accompanied by innovation because children need learning that is danceable and not boring, so things related to learning must be improved and the role of parents is also needed.

5. Teachers as Communicators

Educators as communicators must be able to provide advice that can motivate participants. In this case, educators must become good friends who can provide encouragement in the development of attitudes and behavior and good values to students. Therefore, when participants ask educators about something, educators can answer children's questions using language that is easier to understand. Based on the findings in this study that the formation of good communication in children occurs because of the role of schools and parents who mutually support the process of social development of children, thus the role of teachers as communicators can provide a good approach to students and become friends for students.

6. Teachers as Motivators

In this case, the educator acts as a motivator for the overall learning activities of students, so that they are required to be able to generate motivation for student learning, explain concretely to students what they can do after conducting

learning activities, and give awards for the achievements of students. Based on the description above, the researchers can reveal that where the role of educators is needed in increasing the spirit of children, especially social emotional development, children need to have high motivation both from within themselves. Therefore, it is hoped that whatever the child does, it should be supported and let them shape their personality in the future because children are the generation that will replace them later, both teachers and parents.

The difference in pretest and posttest scores on the conceptual test above, if visualized in graphic form, then the difference in scores will be in the following graph:

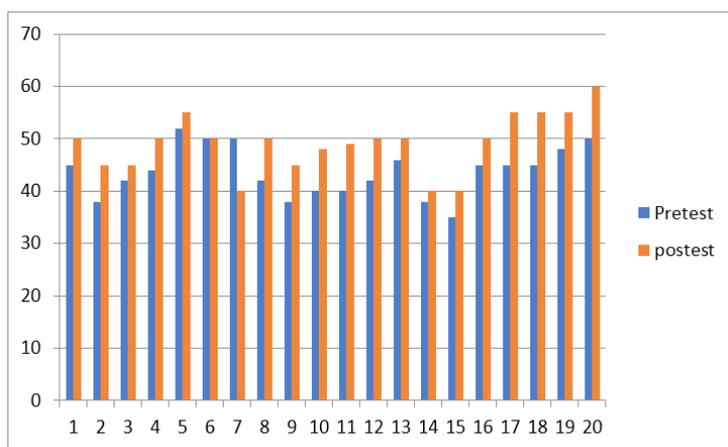


Diagram 1. Diagram of the difference in Pretest and Posttest scores of children's self-confidence in Trial 1

The statistical test used is the Wilcon Match Pair Test. The test was conducted to determine the difference between two paired data, namely pretest data and posttest data. The use of Wilcon statistical tests using the help of SPSS. With the following test criteria:

Ho: there is no difference between the two paired data

H1: there is a difference between the two paired data

With decision making, if Asymp. Sig. < 0.05, then reject Ho or accept H1, and if Asymp. Sig. > 0.05, then accept Ho or reject H1. The test results can be seen in the following table:

Test Statistics ^b	
	Post Test - Pre Test
Z	-3.126 ^a
Asymp. Sig. (2-tailed)	.002

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the statistical test in the table. It can be interpreted that the value of Asymp.Sig is $0.002 < 0.05$. In other words, reject H_0 or accept H_1 . This means that there is a significant difference in scores between the posttest and pretest on the aspect of children's self-confidence.

The difference in pretest and posttest scores on the conceptual test above, if visualized in graphic form, then the difference in scores will be shown in the following graph:

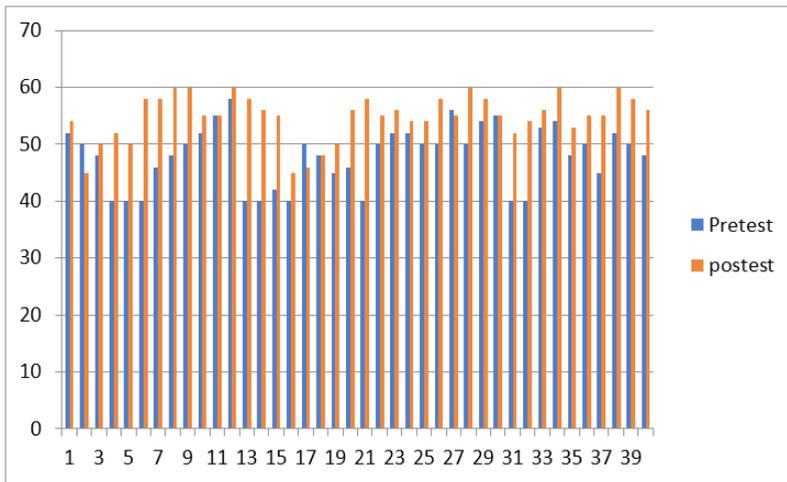


Diagram 2. Diagram of Differences in Pretest and Posttest Scores of Role Playing and Children's Confidence in Trial 2

The statistical test used is the Wilcon Match Pair Test. The test was conducted to determine the difference between two paired data, namely pretest data and posttest data. The use of Wilcon statistical tests using the help of SPSS. With the following test criteria:

H_0 : there is no difference between the two paired data

H_1 : there is a difference between the two paired data

With decision making, if Asymp. Sig. < 0.05 , then reject H_0 or accept H_1 , and if Asymp. Sig. > 0.05 , then accept H_0 or reject H_1 . The test results can be seen in the following table.

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	3 ^a	8.33	25.00
	Positive Ranks	34 ^b	19.94	678.00
	Ties	3 ^c		
	Total	40		

- a. Post Test < Pre Test
- b. Post Test > Pre Test
- c. Post Test = Pre Test

Test Statistics ^b	
	Post Test - Pre Test
Z	-4.933 ^a
Asymp. Sig. (2-tailed)	.000

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

Based on the statistical test in the table. It can be interpreted that the value of Asymp.Sig is 0.000 or <0.05. In other words, reject H0 or accept H1. This means that there is a significant difference in scores between the posttest and pretest on the aspect of children’s self-confidence.

Based on these data, it can be seen that the highest percentage of children’s activity in conducting children’s activities to increase children’s confidence through pretend play. This is because children tend to be interested in the early part of the activity. So that the activity has a high percentage value, however, this does not mean that other activities are low as described.

Discussion

Based on the description of several indicators, the researcher reveals that the ability of children’s social emotional relationships develops because of the curiosity about everything in the world around them. In its development, every child wants to know how to have a good and safe relationship with the world around him, both physically and socially. Emotional social relationships can be interpreted as the individual’s ways towards themselves. In this emotional social relationship, it also involves adjustment to the environment, such as eating together in groups, and playing. There are many parties who can help in the social emotional development of children, namely parents, educators, and the

environment. With the role of parents or educators is the first educator for the daily life of children. By providing education in social emotional development, children show good attitudes, behaviors and habits.

Besides that, the researchers also made observations on the social emotional abilities of children in class A with data obtained that in 1 class, there were 14 people with 7 men and 7 women, from some of these students that each child has emotional social skills. The assessment criteria are imitation, cooperation, sympathy, empathy, sharing, and familiar behavior. It can be found that the number of children who are more dominant than some of these criteria can be seen in terms of the criteria for imitation, there are 4 children who are more dominant, and for the criteria for cooperation around 5 children, sympathy around 5 children as well, empathy around 5 children, sharing around 6 children, and easy-going around 6 children. With the percentage of the total frequency is 19.4%, so it can be concluded that the total presentation is 64.8% from several other aspects with the highest frequency, therefore, the role of educators in developing social emotional is still in a low value for that it needs to be intensified in its achievement.

Conclusion

In this case, 1) the teacher as an example for students, as a role model, provides examples in terms of attitudes and behavior, and shapes the personality of students. 2) Educators as Managers, educators have a role to enforce the provisions and rules that have been mutually agreed upon in schools. The teacher plays a role in providing direction or signs for provisions so that school rules can be implemented as well as possible by participants and educators also play a role in providing direction in socializing participants. 3) Educators as supervisors are related to providing guidance and supervision to students. In this case, teachers must be able to understand the problems faced by students, find problems related to children's social emotional processes and finally provide solutions for solving the problem. 4) Educators as innovators must have a high enough willingness to learn to increase their knowledge and skills as teachers. In this case, teachers must be able to produce useful innovations to improve children's social and emotional ways. 5) Educators as communicators must be able to provide advice that can motivate participants. In this case, educators must be friends who can provide encouragement in the development of attitudes and behavior and good values to students. 6). Educators as motivators are related to their roles as educators and supervisors. In this case, to increase students' morale in social and emotional, participants need to have high motivation both from within themselves and from the educators themselves.

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ANALISIS PERPINDAHAN PANAS TERHADAP PERUBAHAN MATERIAL TUBE DARI TEMBAGA MENJADI STAINLESS STEEL PADA HEAT EXCHANGER KAPASITAS 174,2 kW UNTUK SISTEM PENDINGIN GENERATOR DI PLTA JATILUHUR

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Abstract

The author analyzes heat transfer due to changes in tube material from copper to stainless steel in the heat exchanger of the generator cooling system in order to find out how to measure the success rate of performance of a heat exchanger based on the heat transfer that occurs. The results of this study are to compare the heat exchanger of the generator cooling system before and after replacing the tube material where there is a decrease in performance of 12% on the stainless steel tube material compared to the copper tube material, this is seen from the actual overall heat transfer coefficient (U), the value U in the heat exchanger with copper tube material is $1752.97 \text{ W/m}^2 \cdot ^\circ\text{C}$ while in the heat exchanger with stainless steel tube material it is $1564.43 \text{ W/m}^2 \cdot ^\circ\text{C}$. To restore the performance of the heat exchanger to its original state, the heat exchanger with stainless steel tube material needs to be added to the number of tubes as many as 16 pieces while still using the same shell diameter size of 300 mm.

Keywords: Heat exchanger, copper, stainless steel, heat transfer, cooling system

Pendahuluan

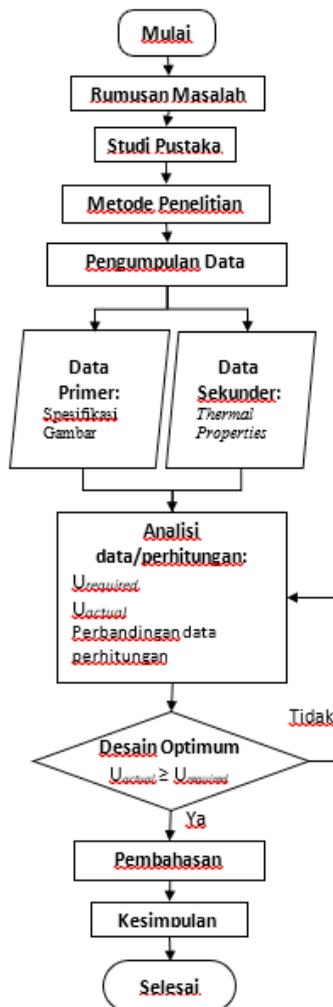
PLTA Jatiluhur memutuskan untuk melakukan perubahan material *tube* pada *heat exchanger* untuk sistem pendingin generator dari tembaga menjadi *stainless steel* dikarenakan kualitas air dari bendungan Jatiluhur semakin memburuk seiring dengan berjalannya waktu sehingga menyebabkan *tube* dengan material tembaga mudah terkikis atau korosi dan menyebabkan kebocoran, dengan harapan bahwa material *stainless steel* lebih tahan terhadap korosi dibandingkan dengan tembaga. Tentu saja hal tersebut akan sangat berpengaruh terhadap performa suatu *heat exchanger* karena jenis material *tube* sangat penting terhadap perpindahan panas yang terjadi, perpindahan panas salah satunya dipengaruhi oleh sifat material

yaitu konduktifitas termal dimana nilai konduktifitas termal ini berbeda-beda pada setiap material.

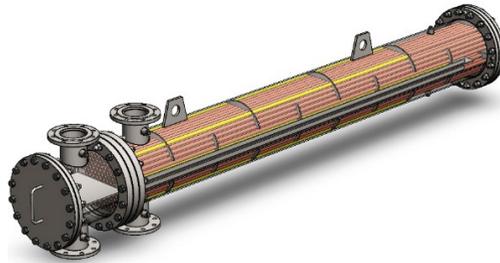
Untuk menganalisis perpindahan panas dari suatu *heat exchanger* dapat dihitung dengan cara manual menggunakan teori perpindahan panas, oleh karena itu diharapkan mampu memberikan analisis perpindahan panas terhadap perubahan material *tube* dari tembaga menjadi *stainless steel* pada *heat exchanger* untuk sistem pendingin generator di PLTA Jatiluhur dan membandingkan perubahan performa *heat exchanger* setelah perubahan material *tube* tersebut.

Bahan an Metode

Dalam analisis ini, secara keseluruhan diterapkan metodologi yang digambarkan dalam kerangka pemikiran sebagaimana dapat terlihat pada diagram alir berikut:



Berdasarkan standar TEMA *heat exchanger* sistem pendingin generator yang ada di PLTA Jatiluhur menggunakan konfigurasi AFM dengan komponen-komponen utamanya yaitu *tube*, *shell*, dan *baffle*.



Gambar 1. *Heat exchanger* tipe *shell and tube* tipe AFM

Dalam menganalisis perpindahan panas dari suatu *heat exchanger* perlu dilakukan perhitungan terhadap beberapa parameter berikut:

1. Laju perpindahan panas
2. Perbedaan temperatur rata-rata
3. Kecepatan fluida
4. Bilangan *Reynold*, *Prandtl*, dan *Nusselt*
5. Penurunan tekanan kerja
6. Koefisien perpindahan panas
7. Koefisien perpindahan panas keseluruhan

Untuk menentukan nilai parameter tersebut maka persamaan yang digunakan adalah sebagai berikut:

Laju perpindahan panas

$$Q = U A \Delta T_m \quad \dots\dots\dots (1)$$

$$Q = m C_p \Delta T \quad \dots\dots\dots (2)$$

$$Q_{hot} = Q_{cold} \quad \dots\dots\dots (3)$$

Luas area perpindahan panas pada *heat exchanger* tipe *shell and tube* Laju perpindahan panas

$$A = \pi d_o L N_t \quad \dots\dots\dots (4)$$

Koefisien perpindahan kalor konveksi pada masing-masing proses perpindahan panas baik di sisi *tube* maupun di sisi *shell*

$$h_i = \frac{k}{d_i} Nu \quad \dots\dots\dots (5)$$

$$h_o = \frac{k}{d_e} Nu \quad \dots\dots\dots (6)$$

Koefisien perpindahan panas *required* atau kebutuhan ($U_{required}$)

$$U = \frac{Q}{A \cdot \Delta T_m} \quad \dots\dots\dots (7)$$

Koefisien perpindahan panas *required* atau kebutuhan (U_{actual})

$$\frac{1}{U} = \frac{1}{h_o} + \frac{1}{h_{od}} + \frac{d_o \ln\left(\frac{d_o}{d_i}\right)}{2 k_w} + \frac{d_o}{d_i} \times \frac{1}{h_{id}} + \frac{d_o}{d_i} \times \frac{1}{h_i} \quad (8)$$

Performa dari *heat exchanger* tipe *shell and tube* dapat dikatakan berhasil jika nilai koefisien perpindahan panas keseluruhan aktual lebih besar dari nilai kebutuhannya.

$$U_{actual} \geq U_{required} \quad \dots\dots (9)$$

Perbandingan nilai koefisien perpindahan panas keseluruhan aktual dan kebutuhan disebut dengan *over design* atau *safety faktor*

$$Over\ Design = \frac{U_{actual}}{U_{required}} \quad (10)$$

Perbedaan Temperatur Rata-rata (LMTD) untuk aliran sejajar

$$\Delta T_{lm} = \frac{(T_1 - t_1) - (T_2 - t_2)}{\ln [(T_1 - t_1)/(T_2 - t_2)]} \quad (11)$$

Perbedaan Temperatur Rata-rata (LMTD) untuk aliran berlawanan arah

$\Delta T_{lm} = \frac{(T_1 - t_2) - (T_2 - t_1)}{\ln [(T_1 - t_2)/(T_2 - t_1)]} \quad (12)$
--

Perbedaan temperatur rata-rata sebenarnya

$$\Delta T_m = F_t \Delta T_{lm} \quad \dots\dots\dots (13)$$

$$F_t = \frac{\sqrt{(R^2 + 1)} \ln \left[\frac{1 - S}{1 - RS} \right]}{(R - 1) \ln \left[\frac{2 - S[R + 1 - \sqrt{(R^2 + 1)}]}{2 - S[R + 1 + \sqrt{(R^2 + 1)}]} \right]} \quad (14)$$

$$R = \frac{(T_1 - T_2)}{(t_2 - t_1)} \dots\dots\dots (15)$$

$$S = \frac{(t_2 - t_1)}{(T_1 - t_1)} \dots\dots\dots (16)$$

Bilangan *reynolds*

$$Re = \frac{\rho u d_\epsilon}{\mu} \dots\dots\dots (17)$$

$$u = \frac{m}{\rho A} \dots\dots\dots (18)$$

Jika nilai bilangan *reynolds* dibawah 2000 maka aliran fluida yang terjadi adalah laminar, dan sebaliknya jika bilangan *reynolds* diatas 2000 maka aliran fluida yang terjadi adalah turbulen.

Kecepatan fluida di sisi *tube*

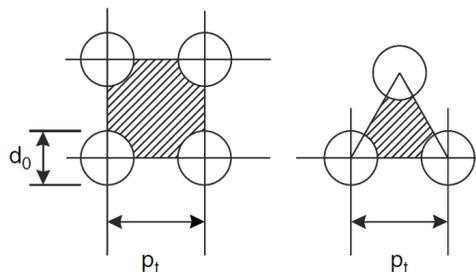
$$u_t = \frac{m}{\rho A_t} \dots\dots\dots (19)$$

$$A_t = \frac{\pi}{4} d_i^2 \cdot N_p \dots\dots\dots (20)$$

Kecepatan fluida di sisi *shell*

$$u_s = \frac{G_s}{\rho} \dots\dots\dots (21)$$

$$G_s = \frac{W_s}{A_s} \dots\dots\dots (22)$$



Gambar 2. Diameter ekivalen dan luas penampang sisi *shell*

$$A_s = \frac{(p_t - d_o) D_s l_B}{p_t} \dots (23)$$

Diameter ekivalen di sisi *shell* jika pola *tube* yang digunakan adalah pola segitiga

$$d_e = \frac{1,27}{d_o} (p_t^2 - 0,785 d_o^2) \quad (24)$$

Diameter ekivalen di sisi *shell* jika pola *tube* yang digunakan adalah pola segitiga

$$d_e = \frac{1,1}{d_o} (p_t^2 - 0,917 d_o^2) \quad (25)$$

Bilangan *prandtl*

$$Pr = \frac{C_p \mu}{k_f} \dots\dots\dots (26)$$

Bilangan *nusselt* untuk aliran laminar

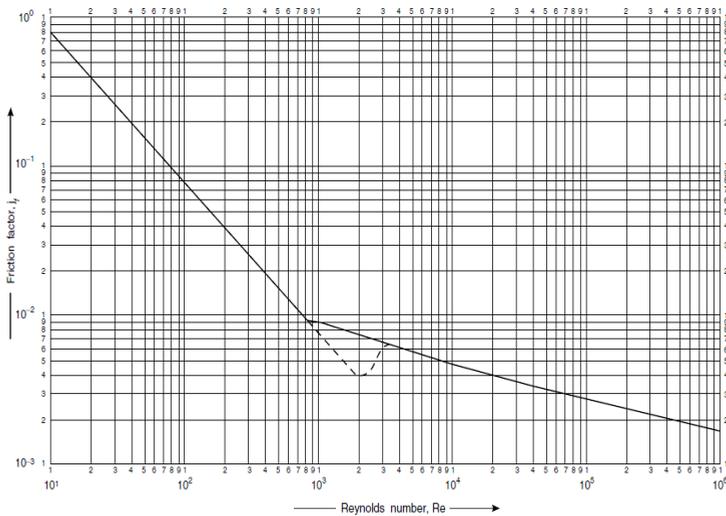
$$Nu = 1,86 (Re Pr)^{0,33} \left(\frac{d_e}{L}\right)^{0,33} \quad (27)$$

Bilangan *nusselt* untuk aliran turbulen

$$Nu = C Re^{0,8} Pr^{0,33} \quad (28)$$

Penurunan tekanan sisi *tube*

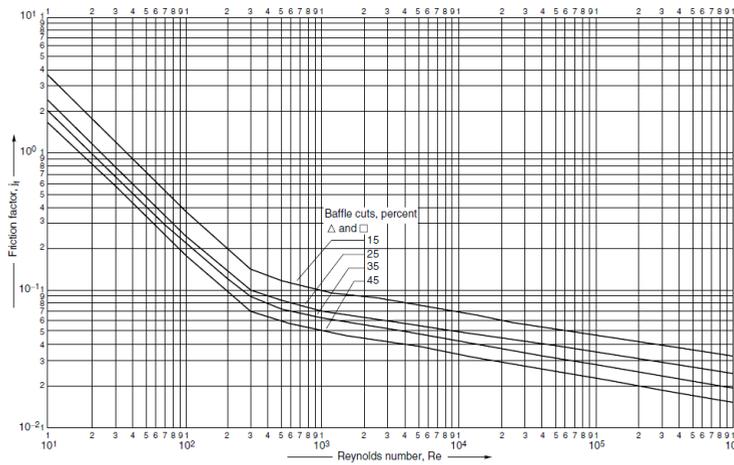
$$\Delta P_t = N_p \left[8j_f \left(\frac{L}{d_e}\right) + 2,5 \right] \frac{\rho u_t^2}{2} \quad (29)$$



Gambar 3. *Friction factor sisi tube*

Penurunan tekanan sisi *shell*

$$\Delta P_s = 8j_f \left(\frac{D_s}{d_e}\right) \left(\frac{L}{l_B}\right) \frac{\rho u_s^2}{2} \quad (30)$$



Gambar 4. Friction factor sisi *shell*

Data spesifikasi yang diperoleh untuk keperluan analisis *heat exchanger* sistem pendingin generator PLTA Jatiluhur.

Tabel 1. Spesifikasi *heat exchanger* sistem pendingin generator

Parameter	Sisi Tube	Sisi Shell
Kapasitas kalor	174,2 kW	
Fluida kerja	Air (<i>Water</i>)	Air (<i>Water</i>)
Laju aliran masa	10,414 kg/s	14,835 kg/s
Temperatur Masuk (T_1 t_1)	42° C	30° C
Temperatur Keluar (T_2 t_2)	38° C	32,8° C
Tekanan Kerja	15 bar	15 bar
Penurunan Tekanan	0,16 bar	0,09 bar
Material <i>tube</i> eksisting	Tembaga (<i>Pure Copper</i>)	
Material <i>tube</i> pengganti	<i>Stainless steel</i> (AISI 304)	
Diameter luar <i>tube</i> (d_o)	17 mm = 0,017 m	
Diameter dalam <i>tube</i> (d_i)	15 mm = 0,015 m	
Jumlah <i>tube</i> eksisting (N_t)	96	
Panjang <i>tube</i> (L)	2503 mm = 2,503 m	
Diameter <i>shell</i> (D_s)	300 mm = 0,3 m	
Jumlah <i>baffle</i>	8 x 2	

Jumlah lintasan (<i>passes</i>)	2	2
<i>Tube pitch</i> (<i>p</i>) / pola <i>tube</i>	22 mm = 0,022 m / <i>triangular</i>	

Tabel 2. Thermal properties fluida kerja dan material *tube*

Parameter	Deskripsi
Kerapatan fluida air (density, ρ)	995 kg/m ³
Panas spesifik air (specific heat, C_p)	4180 J/kg.°C
Viskositas absolut fluida dinamis air (μ)	0,000653 kg/m.s @ 40 °C 0,000798 kg/m.s @ 30 °C
Konduktifitas termal fluida air (k_p)	0,631 W/m.°C @ 40 °C 0,615 W/m.°C @ 30 °C
Konduktifitas termal material tembaga (k_w)	401 W/m.°C
Konduktifitas termal material stainless steel AISI 304 (k_w)	14,9 W/m.°C
Faktor pengotoran fluida air sungai (h_{od}/h_{id})	23256 W/m ² .°C

Hasil dan Pembahasan

Setelah dilakukan perhitungan menggunakan persamaan yang ada maka didapatkanlah nilai dari parameter-parameter yang dibutuhkan sebagai berikut:

Tabel 3. Hasil Perhitungan

Parameter	Sisi <i>Tube</i>	Sisi <i>Shell</i>
Laju perpindahan panas (Q)	174,2 kW	
Perbedaan temperatur rata-rata (ΔT_m)	8,25°C	
Kecepatan fluida kerja ($u_t u_s$)	1,23 m/s	0,78 m/s
Bilangan <i>reynolds</i> (Re)	28113	13771
Bilangan <i>Prandtl</i> (Pr)	4,326	5,424
Bilangan <i>Nusselt</i> (Nu)	135,13	82,27
Penurunan tekanan ($\Delta P_t \Delta P_s$)	0,11 bar	0,34 bar
Koefisien perpindahan panas ($h_i h_o$)	5684,5 W/m ² .°C	3614 W/m ² .°C
Koefisien perpindahan panas keseluruhan yang dibutuhkan ($U_{required}$)	1645,76 W/m ² .°C	
Koefisien perpindahan panas keseluruhan aktual (U_{actual}) <i>tube</i> : tembaga	1752,97 W/m ² .°C	
Koefisien perpindahan panas keseluruhan aktual (U_{actual}) <i>tube</i> : <i>stainless steel</i>	1564,43 W/m ² .°C	
Faktor keamanan (<i>Over design</i>) <i>tube</i> : tembaga	1,07 = 107%	
Faktor keamanan (<i>Over design</i>) <i>tube</i> : <i>stainless steel</i>	0,95 = 95%	

Dari hasil perhitungan diatas bahwa *heat exchanger* sistem pendingin generator di PLTU Jatiluhur akan mengalami penurunan performa jika material *tube* nya diganti dari tembaga menjadi *stainless steel*, terlihat dari nilai U_{actual} lebih kecil dibandingkan dengan nilai $U_{required}$, untuk itu sesuai dengan alur yang sudah ditentukan jika nilai $U_{actual} < U_{required}$ maka perlu dilakukan perhitungan ulang sampai tercapai $U_{actual} \geq U_{required}$.

Dilihat dari persamaan 7 bahwa nilai $U_{required}$ dipengaruhi oleh tiga parameter yaitu laju perpindahan panas, perbedaan rata-rata temperatur dan luas area perpindahan panas. Kemudian jika dilihat dari persamaan 8 bahwa nilai U_{actual} ditentukan oleh empat parameter yaitu koefisien perpindahan panas di kedua sisi, diameter *tube*, konduktivitas termal material *tube*, dan faktor pengotoran dari jenis fluida yang bekerja.

Untuk mencapai $U_{actual} \geq U_{required}$ yang perlu dilakukan adalah menambah nilai dari U_{actual} dan atau mengurangi nilai $U_{required}$. Parameter penentu dari kedua persamaan nilai U diatas saling berhubungan satu sama lain kecuali dua parameter yaitu luas area untuk $U_{required}$ dan konduktivitas material *tube* untuk U_{actual} , sehingga untuk menambah nilai dari U_{actual} yaitu dengan cara meningkatkan nilai dari konduktivitas termal material *tube* dan hal ini tidak mungkin dilakukan karena material *tube* sudah ditentukan dari awal yaitu diubah menjadi *stainless steel*.

Salah satu yang paling mungkin dilakukan untuk mencapai $U_{actual} \geq U_{required}$ adalah dengan menambah nilai $U_{required}$ dengan cara menambah luas area perpindahan panas (A). Terdapat tiga cara untuk menambah luas area perpindahan panas pada *heat exchanger* tipe *shell and tube* yaitu:

1. Menambah jumlah *tube*.
2. Menambah panjang *tube*.
3. Menambah panjang dan jumlah *tube*.

Menambah panjang *tube* artinya mengubah konstruksi dari *heat exchanger* keseluruhan, hal ini sebisa mungkin untuk dihindari sehingga hal yang paling mungkin dilakukan adalah menambah jumlah *tube*.

Penambahan jumlah *tube* akan mengakibatkan beberapa permasalahan yang harus diperhatikan yaitu:

1. Kapasitas diameter *shell* terbatas, sehingga harus dilakukan perhitungan kapasitas maksimum jumlah *tube* terhadap diameter *shell* dengan catatan bahwa jarak antar *tube* tidak berubah.

2. Bertambahnya jumlah *tube* akan mempengaruhi terhadap beberapa parameter pada fluida di sisi *tube* yaitu kecepatan fluida, bilangan *reynolds*, bilangan *nusselt*, dan koefisien perpindahan panas, sehingga parameter-parameter tersebut harus dilakukan perhitungan ulang.

Jumlah *tube* maksimal dapat dihitung menggunakan persamaan berikut:

$$N_t = K_1 \left(\frac{D_b}{d_o} \right)^{n_1}$$

$$N_t = 0,249 \left(\frac{0,3 \text{ m}}{0,017 \text{ m}} \right)^{2,207}$$

$$N_t = 0,249 \cdot 564 = 140$$

Dari hasil perhitungan di atas bahwa jumlah *tube* maksimum sesuai dengan kapasitas diameter *shell* adalah sebanyak 140 *tube*.

Setelah jumlah *tube* maksimum diketahui, selanjutnya adalah melakukan beberapa percobaan perhitungan ulang berdasarkan jumlah *tube* yang diasumsikan, jumlah *tube* tersebut harus lebih dari jumlah *tube* eksisting, jumlah *tube* yang diasumsikan untuk melakukan percobaan perhitungan ulang adalah 100, 104, 108, dan 112. Untuk mempermudah perhitungan maka digunakan aplikasi *spread sheet* pada Microsoft excel dengan hasil yang disajikan pada tabel berikut:

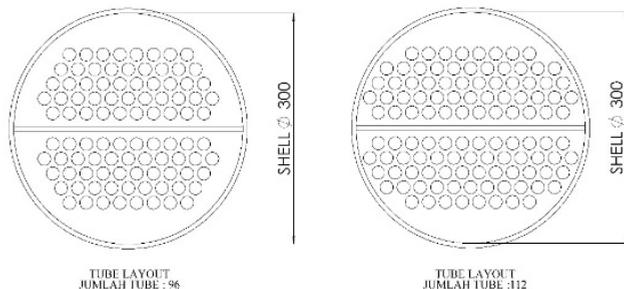
Tabel 4. Beberap percobaan perhitungan berdasarkan jumlah *tube* dengan material *stainless steel*

Parameter	Jumlah Tube	
	100 buah	104 buah
Luas area perpindahan panas (A)	13,37 m ²	13,90 m ²
Kecepatan fluida kerja di sisi <i>tube</i> (<i>u_p</i>)	1,18 m/s	1,14 m/s
Bilangan <i>reynolds</i> di sisi <i>tube</i> (Re)	27074,05	26032,74
Bilangan <i>Nusselt</i> di sisi <i>tube</i> (Nu)	131,12	127,74
Koefisien perpindahan panas sisi <i>tube</i> (<i>h_i</i>)	5515,79 W/m ² , °C	5345,42 W/m ² , °C
Koefisien perpindahan panas keseluruhan yang dibutuhkan (<i>U_{required}</i>)	1579,55 W/m ² , °C	1518,80 W/m ² , °C
Koefisien perpindahan panas keseluruhan aktual (<i>U_{actual}</i>)	1542,65 W/m ² , °C	1527,22 W/m ² , °C
Faktor keamanan (<i>Over design</i>)	0,98 = 98%	1,01 = 101%

Parameter	Jumlah Tube	
	108 buah	112 buah
Luas area perpindahan panas (A)	14,44 m ²	14,97 m ²
Kecepatan fluida kerja di sisi tube (u_i)	1,10 m/s	1,06 m/s
Bilangan <i>reynolds</i> di sisi tube (Re)	25068,57	24173,26
Bilangan <i>Nusselt</i> di sisi tube (Nu)	123,29	119,76
Koefisien perpindahan panas sisi tube (h_i)	5186,44 W/m ² , ⁰ C	5037,72 W/m ² , ⁰ C
Koefisien perpindahan panas keseluruhan yang dibutuhkan ($U_{required}$)	1462,55 W/m ² , ⁰ C	1410,32
Koefisien perpindahan panas keseluruhan aktual (U_{actual})	1512,21 W/m ² , ⁰ C	1497,60 W/m ² , ⁰ C
Faktor keamanan (<i>Over design</i>)	1,03 = 103%	1,06 = 106%

Dari hasil percobaan perhitungan di atas bahwa untuk mencapai $U_{actual} \geq U_{required}$ dan faktor keamanan yang sama dengan eksisting yaitu jumlah tube yang diperlukan adalah 112 tube, jumlah ini 14 buah lebih banyak dibandingkan dengan jumlah tube eksisting yaitu 96 buah.

Perbandingan antara jumlah tube eksisting dan setelah dilakukan penggantian material tube dari tembaga menjadi *stainless steel* dapat dilihat pada gambar berikut:



Gambar 5. Gambar perbandingan tube layout

Kesimpulan

Hasil analisis yang dilakukan terhadap perubahan material tube dari tembaga menjadi *stainless steel* pada *heat exchanger* sistem pendingin generator di PLTA Jatiluhur berdasarkan perhitungan dengan menggunakan teori perpindahan panas dapat disimpulkan sebagai berikut:

1. Jika nilai koefisien perpindahan panas keseluruhan aktual lebih besar atau sama dengan dari nilai kebutuhannya ($U_{actual} \geq U_{required}$) maka *heat*

exchanger tersebut dikatakan berhasil atau optimum namun jika sebaliknya maka perlu dilakukan analisis dan perhitungan ulang.

2. Performa *heat exchanger* untuk sistem pendingin di PLTA Jatiluhur mengalami penurunan sebesar 12% akibat perubahan material *tube* dari tembaga menjadi *stainless steel* yaitu faktor keamanan untuk *tube* tembaga sebesar 107% sedangkan *tube stainless steel* sebesar 95% dengan selisih nilai U sebesar 188,54 W/m².°C.
3. Solusi untuk mengatasi penurunan performa *heat exchanger* untuk sistem pendingin di PLTA Jatiluhur akibat perubahan material *tube* dari tembaga menjadi *stainless steel* adalah dengan menambah jumlah *tube* pada *heat exchanger* dengan *tube stainless steel* menjadi 112 *tube*, jumlah ini 14 buah lebih banyak dibandingkan dengan jumlah *tube* eksisting yaitu 96 buah, sehingga dengan penambahan jumlah *tube* ini koefisien perpindahan panas keseluruhan aktual akan lebih besar dari kebutuhannya yaitu:

$$U_{actual} \geq U_{required} =$$

1497,60 ≥ 1410,32 (W/m².°C) dengan faktor keamanan (over design) sebesar 1,06 atau 106%.

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EVALUATION OF CHILD-FRIENDLY SCHOOL PROGRAMS AT SDN 2 TABONGO GORONTALO REGENCY

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Abstract

Schools have an obligation to protect and fulfill children's rights. Physical violence and harassment of one's rights in educational institutions is behavior that goes beyond the limits of the code of ethics and rules. Observing this, the child-friendly school program at SDN 2 Tabongo is deemed necessary to be studied more deeply through research, including: the achievement of program planning, the success of program implementation, as well as the results of monitoring and evaluation of the program. This evaluation research uses a goal attainment model. Data collection techniques used interviews, questionnaires, observation and document studies. The research data analysis was carried out qualitatively, including: data reduction, data display, and conclusion. Based on the results of the study, the achievement of child-friendly school program planning is reflected in the indicators of preparing and providing legislation where the percentage of achievement is 92%, in the very good category. The success of the implementation of the child-friendly school program reached 85%, in the good category. This is reflected in several indicators: child-friendly school policies, implementation of learning, availability of school facilities and infrastructure, children's participation, participation of educators and education personnel trained in child rights conventions, participation of school committees, and participation of parents in schools. Furthermore, the results of monitoring and evaluation of the child-friendly school program are reflected in the indicators of monitoring and evaluation and the follow-up to the evaluation results, where the achievement is 84% in the good category. These results indicate that most of the indicators for implementing the child-friendly school program are well fulfilled.

Keywords: Child-friendly school, Goal attainment

Introduction

Physical violence and harassment of one's rights in educational institutions is behavior that goes beyond the limits of the code of ethics and rules. If violent behavior exceeds the authority of the institution, the teacher's code of ethics and school regulations, then the violence can lead to violations of human rights, and

even criminal acts. Teachers who punish students resulting in physical injury or teachers abuse students for reasons of grades, including human rights violations and including criminal acts. The task of a teacher is not only to teach subjects but also to educate children and give full rights to children, but in reality there are still many teachers who give physical punishment to students without paying attention to the physical and psychological risks to students. Educational institutions do not only function as places to learn and transfer knowledge to get grades or pass, while the essence of education itself is to humanize humans.

The purpose of education is to educate and improve children's lives so that they become human beings who are faithful, pious, responsible, have noble character, are happy and prosperous in accordance with human rights. For this reason, it is important for schools to prioritize an education system that is oriented to the best interests of children, one of which is by creating child-friendly schools (Kurniyawan et al, 2020: 192). Çobanoğlu et al (2018: 467) state that the first principle named as inclusiveness deals with the issue that schools are suitable for every single child based on human rights. Schools are supposed to accept the students applying to them; however, they also have to consider the others who need education. Additionally, the schools are responsible for the acceptance and attendance of all students. Schools include all children: They do not exclude, discriminate or stereotype, and provide an accessible and free education, especially for families and children at risk, respect the differences, and guarantee a learning environment for every child (e.g., girls, working children, children of ethnic minorities, children affected by disease, children with disabilities, and victims of violence). Schools as one of the formal educational institutions have the obligation to carry out the protection and fulfillment of children's rights which initially referred to the Decree of the President of the Republic of Indonesia Number 36 of 1990 concerning the ratification of the convention on the rights of the child.

SDN 2 Tabongo is one of the primary schools in Gorontalo Regency that implemented a child-friendly school program starting in 2013. The principle of a child-friendly school is to make the interests and needs of students the main consideration in determining every decision and action taken by education managers and providers. Child-friendly schools, in essence, the school provides all children's rights in full, as well as classroom and school management. This is in line with the opinion of Wahdah and Mujiwati (2020: 144) that schools that implement child-friendly school programs are schools that seek to create school members who care about the environment, while at the same time realizing human resources with character and responsiveness to social, economic and cultural developments, and also seeks to guarantee the protection and fulfillment of children's rights in all aspects of life in a planned and responsible manner.

Education units in implementing child-friendly schools need good management or management to achieve the desired goals. Child-friendly school management is a series of processes for planning, organizing, implementing, and supervising school operations that are safe, comfortable, healthy, free from acts of violence and discrimination, free to express opinions, and participate in making decisions in accordance with their capacity to achieve educational goals effectively. and efficient. Child-friendly schools are one of the policies carried out by educational institutions in Indonesia as a prevention effort in overcoming various problems that violate children's rights, especially when children are in school. With this management process, it is hoped that the implementation of child-friendly schools can run well. The potential use of resources allows the implementation of maximum child-friendly school programs.

The growth in the number of Child-Friendly Schools in Indonesia has not yet been able to solve the acts of violence that we often encounter in several educational institutions, both in schools. The implementation of Child-Friendly Schools has also been evaluated related to how the program is implemented in schools. So far, many of the evaluations are quantitative in nature and not many have evaluated the implementation of child-friendly school programs qualitatively. The qualitative approach to the implementation of the program aims to see more deeply how the program is implemented, whether it is in accordance with the principles in the child-friendly school model (Jumari & Suwandi, 2020: 324). The CFS model that focuses on its characteristics and six essential components, namely pedagogy, health, gender sensitivity, community participation, inclusiveness, and protection developed by UNICEF, needs to be examined more holistically, especially in elementary school settings (Fitriani et al, 2021: 274).

The Ministry of Women's Empowerment and Child Protection (2014: 13-14) explains that education units in implementing child-friendly schools must carry out stages which include: preparation, planning, implementation, and monitoring, evaluation, and reporting. Its implementation is regulated in Law of the Republic of Indonesia Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning child protection, as well as Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning child-friendly school policies.

Schools as implementing agents of the educational process must have a friendly culture in carrying out their functions to achieve educational goals. Various news of violence in schools often occur to students, ranging from elementary school to high school levels. Violence is carried out by students to students, students to teachers, teachers to students and parents to teachers (Yosada

& Kurniati, 2019: 147). Referring to the results of research from the Indonesian Child Protection Commission shows that up to this moment schools have not been able to become a friendly place for children (students). Even though it is referred to as an educational institution, violence is often born from this place. This is certainly very counterproductive to the meaning of the school itself, namely as a place for learning, not a place for violence. Schools are supposed to be such fun places for children, because in this educational institution, children will be taught to know each other, love one another, not to be hostile or oppress each other (Yulianto, 2016: 139). Observing this, the child-friendly school program at SDN 2 Tabongo needs to be evaluated to determine the success of the program.

Evaluation must be carried out continuously and continuously in accordance with learning objectives to be achieved on an ongoing basis (Siregar, 2017: 274). Evaluation is a systematic system to determine the level of success and efficiency of a program. Evaluation in the education system is one of the most important activities carried out regularly at certain periods (Suryani, 2017: 143). To find out the success of the child-friendly school program, it is necessary to have a good evaluation, namely by adhering to the principles of objective, cooperative, integral, and continuous. Evaluation of child-friendly school programs can research or find the needs of each individual that is assessed and used to improve programs that can meet the needs of each individual. Evaluation of child-friendly school programs is a process to obtain information about the achievements of the program to be compared with the established program outcomes criteria. If the real results match the set results, then the child-friendly school program can be said to be effective. On the other hand, if the actual results do not match the criteria for the success of the program, it is said to be less effective. Referring to this, one of the relevant evaluation models used is the goal attainment evaluation model.

The goal attainment evaluation model is a simple evaluation model, also known as a traditional evaluation model where the evaluation emphasis is only on the outcome aspect, making the evaluation easy to understand, follow and implement (Siregar, 2017: 276). Ananda and Rafida (2017: 38) state that this evaluation model is an evaluation that is based on consistency between goals, activities and final results. This evaluation model is known as a goal attainment model in which general goals are operationally described in specific terms in the form of measurable behavior. The developer of this evaluation model was Ralph Tyler in 1949. The goal attainment evaluation model from Tyler emphasizes the importance of achieving goals at the end of the program where goals must be formulated specifically and can be measured. The next step is to design the program, implement, and measure the results of the program. Measurements are carried out to determine the extent to which program objectives can be achieved.

Regarding the child-friendly school program at SDN 2 Tabongo, it is deemed necessary to study more deeply using this goal attainment evaluation model.

Method

This study aims to determine: (1) the achievement of child-friendly school program planning, (2) the successful implementation of child-friendly school programs, and (3) the results of monitoring and evaluation of child-friendly school programs at SDN 2 Tabongo, Gorontalo Regency. This research is an evaluation research using the goal attainment model. Sources of data in this study were principals, teachers, school committees, parents and students. Data collection techniques in the study used interviews, questionnaires, observation and document studies. Analysis of research data was carried out qualitatively, which was carried out interactively and took place continuously until it was complete, so that the data was saturated. Data analysis activities include: data reduction, data display, and conclusion drawing/verification.

Discussion

Achievement of child-friendly school program planning

Planning is a sequential cognitive representation of goal-directed action. Planning for a child-friendly school program consists of two activities, namely: (a) preparing, and (b) providing laws and regulations and operational guidelines. The results of data analysis for planning child-friendly school programs are presented in table 1 below.

Table 1
Summary of the results of data analysis of child-friendly school program planning

No.	Program success indicators	Ideal score	Achievements		
			Skor	%	Category
1	Making preparations	24	23	96	Excellent
2	Provide legislation, consultation and socialization	24	21	88	Good
	Average	24	22	92	Excellent

Source: Processed primary data (2021)

According to the data in table 1, the achievement for planning child-friendly school programs is 92%, in the very good category. These results illustrate that program policy planning is very representative. Overall, the achievement of the planning component of the child-friendly school program in the very good category shows that all the planning indicators studied are well met at SDN 2 Tabongo.

The achievement of children's school program planning cannot be separated from the school's organizational structure where all organizational elements, both principals, teachers, and all school stakeholders can carry out their duties properly. The organizational structure applied to the children's school program is an organizational structure in the implementation of education in schools so that each element can understand their respective duties and roles.

Planning for child-friendly school programs begins with a meeting between the principal and committees and staff related to child-friendly school programs. The meeting discussed planning and evaluating child-friendly school programs. Next, the school submits a portfolio to related parties, then the submitted portfolio is checked and visits to schools from related parties are carried out. The relevant parties determine the eligibility of the school. After that, the principal and the school committee formed a team to develop a child-friendly school program. There is also student involvement in the development team. The development team prepares an annual plan that is integrated with the policy of child-friendly school programs, school health, and disaster-safe schools.

Program planning also examines the emergence of problems regarding children's rights that are increasingly troubling and need to be resolved, so that the preparation or planning of child-friendly schools is expected to be a solution to problems regarding the fulfillment of children's rights, especially in the school environment. The plans that have been prepared are then outlined in alternative policies in which there are guidelines for developing programs, and child protection and education activities aimed at child-friendly schools. Alternative policies in the form of programs are then reviewed to see the benefits when they are implemented. The proposed child-friendly school program is not taken for granted according to the existing formula, but needs to be supported by various relevant parties.

Planning programs that are jointly prepared and involve all members of the education unit (students, educators and education staff) certainly provide legislation and operational guidelines. SDN 2 Tabongo in formulating a program of child-friendly school activities has regulations and guidelines as a basis for carrying out activities. The findings indicate the availability of laws and regulations and operational guidelines for child-friendly school programs that are very adequate.

The successful implementation of the child-friendly school program

The implementation of child-friendly school programs is reviewed through several activities, namely: (a) child-friendly school policies, (b) implementation of learning, (c) providing health programs and facilities in schools, (d) safe,

comfortable, healthy, and safe environment and infrastructure. clean, and accessible that meets the SNI for construction and building, (e) children’s participation, (f) educators and education personnel trained in the Convention on the Rights of the Child, and (g) community and business participation. The implementation of the child-friendly school program is presented in table 2 below.

Table2

Summary of the results of data analysis of components of the implementation of child-friendly school programs

No	Indikator keberhasilan program	Ideal score	Achievements		
			Score	%	Category
1	Child-friendly school policies	40	33	80	Good
2	Implementation of learning	45	40	88	Good
3	Availability of facilities and infrastructure	29	27	94	Excellent
4	Educators and education personnel trained in the Convention on the Rights of the Child	30	24	83	Good
5	Children (students) participation	31	27	88	Good
6	School committee participation	13	10	81	Good
7	Parents participation	24	20	83	Excellent
	Rata-rata	30	26	85	Good

Source: Processed primary data (2021)

Based on the results of data processing in table 1, it can be seen that the overall component of the implementation of the child-friendly school program at SDN 2 Tabongo reaches 85%, in the good category. Child-friendly school policy (SRA) is realized through an anti-violence policy. The anti-violence policy at SDN 2 Tabongo has been implemented properly through: (1) the prohibition of acts of violence and discrimination between students, (2) the prohibition of acts of violence and discrimination between educators and education personnel with students, (3) the prohibition of punishment physical (e.g. hitting, slapping with hands/whips/sticks/belts/shoes/wooden blocks, kicking, throwing students, clawing, pinching, biting, pulling hair, pulling ears, forcing students to stay in uncomfortable and hot positions), (4) the prohibition of forms of punishment that demean students dignity (for example insulting, belittling, mocking, and hurting students’ feelings and self-esteem).

The implementation of a child-friendly learning process at SDN 2 Tabongo is not gender biased. Teachers as agents of change are very decisive for the creation of gender equality in education through a gender-sensitive learning process. The implementation of child-friendly schools in the learning process is manifested by

training on children's rights, disaster risk reduction, handling emergency conditions, and presenting material from education practitioners for all important elements in schools such as principals, teachers, librarian, school guards, cleaning staff, school committee, extracurricular activities supervisor, parents/guardians. The implementation of learning at SDN 2 Tabongo refers to the 2013 curriculum, and in its implementation it is integrated with environmental education or *adiwiyata*, character education, and health education or learning based on information and communication technology, and family education programs (school friends of family). The learning process is designed with fun activities with a gentle attitude, providing motivation, avoiding negative preconceptions, getting closer to religion and developing learning that facilitates the diversity of students' characters and potentials. The learning model applied is adapted to learning needs by realizing good and fun learning activities, meeting the needs of affection and health of students (using markers as an effort to avoid the use of chalk which can interfere with breathing, because dust from chalk grains can harm children's respiratory health). The learning process at SDN 2 Tabongo also guarantees every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and parental background.

The implementation of the child-friendly school program at SDN 2 Tabongo cannot be separated from the requirements for the availability of adequate health programs and facilities in schools. There are efforts to create a safe, comfortable and healthy environment where students are invited to collect inorganic waste that can be processed, such as drink bottles, paper, and others. The sorted waste is recorded in a waste savings book so that the school environment looks healthy, clean and accessible. The condition of the toilet is clean, the floor is not slippery, has good lighting and ventilation and other complementary facilities such as a hygiene kit. Security requirements are also seen from the existence of a building structure that does not have a sharp and rough structure. The achievement achieved by SDN 2 Tabongo for the actions taken is as the winner of the *Adiwiyata* school award, because it has several programs that are a follow-up to the preparation of school program plans for a period of four years from 2014 to 2018.

The implementation of the child-friendly school program is also supported by the participation of students through several activities. Students participate in making work plans or programs at school. Education staff educators and school committees provide opportunities to channel their aspirations. This can be seen from the suggestion box service and idea sharing activities based on student findings from environmental mapping activities. Students are also always active in providing an assessment of the condition of the school. For example, in environmental problems, students mark places that are considered to have

potential and risk. In addition, the school provides a report book for students who find items that do not belong to them, so they can easily find items that do not belong to them. Students are trained to dare to express their opinions either through formal activities, learning or at major events, as well as being trained in conveying information and introducing school activities to the surrounding community.

SDN 2 Tabongo is supported by educators and education staff who have undergraduate education qualifications (S1) with a total of 5 ASN teachers and 9 non-Asn teachers. All educators and education staff have received training on the convention on children's rights and child-friendly schools, have had the opportunity to excel, have an exemplary attitude (disciplined and honest), and respect the differences of students. The position of teachers in schools as agents of change is very decisive for the creation of gender equality in education through a gender-sensitive learning process and teachers (educators) apply ways of teaching that are fun and provide freedom of opinion and no more physical punishment given by teachers.

The involvement of the school committee is also immediately apparent in the implementation of the child-friendly school program at SDN 2 Tabongo. The school committee actively participates in coordination meetings with the child-friendly school program team, provides input regarding the preparation, implementation, and accountability of child-friendly school programs in the School Activity Plan and Budget, facilitates/mediates to parties outside the school regarding the mechanism for handling cases of violence against students and play an active role in mobilizing resources for the implementation of child-friendly school activities. There is community participation and alumni also play an active role in supporting the implementation of child-friendly school activities.

Results of monitoring and evaluation of child-friendly school programs

At this stage the indicators studied in the monitoring and evaluation of child-friendly school programs are the monitoring and evaluation itself and its follow-up. The results of the data analysis of monitoring and evaluation of child-friendly school programs are presented in table 3 below.

Table3

Summary of the results of the data analysis of the monitoring and evaluation component of the child-friendly school program

No	Program success indicators	Ideal score	Achievements		Category
			Score	%	
1	Monitoring dan evaluation	24	21	88	Good
2	Follow-up on evaluation results	24	20	83	Good
	Rata-rata	24	21	85	Good

Source: Processed primary data (2021)

Based on the data in table 3, the achievement of the implementation of monitoring and evaluation of school programs is 85%, in the good category. The results of this achievement indicate that the monitoring activities carried out are activities that really function well for the implementation and success of the program in accordance with the plan, as well as to find out the obstacles that occur and determine actions during the implementation of the child-friendly school program. The implementation of the child-friendly school program at SDN 2 Tabongo is monitored by the principal, school committee, school supervisor, and the education office. Every year a program evaluation is held, so that it can be seen which programs are not right, to finish or continue, which we will use as a benchmark for next year. The child-friendly school program is an integral part of environmental education, health education, and adiwiyata.

The evaluation conducted at SDN 2 Tabongo was not specific only to child-friendly school programs, but all programs implemented were evaluated as a whole, so that such as child-friendly school programs, Adiwiyata programs, family friend school programs and other programs were evaluated together. The inhibiting factor in implementing the child-friendly school program at SDN 2 Tabongo is financial resources. Financial resources in implementing child-friendly school programs are still not sufficient to meet the needs of children. Funds for implementing child-friendly school programs are only taken from the School Operational Assistance (BOS) whose total number is highly dependent on the number of students, while the total number of students in the 2020/2021 school year is 131 students. On the other hand, the participation of parents to support in terms of financing is not justified.

Limitations of research results

There are some limitations that are experienced and can be some of the factors that need to be paid more attention to future researchers in further refining because this research itself certainly has shortcomings that need to be improved

in further research. Some of the limitations in this study include: (1) the number of respondents is only 21 people, of course it is still not enough to describe the actual situation regarding the implementation of the child-friendly school program at SDN 2 Tabongo, (2) in the data collection process, the information provided by respondents through questionnaires, document studies and questionnaires sometimes do not indicate the actual condition of the opinion, this happens because the observation technique cannot be implemented because learning activities are carried out at home when this research is carried out. This condition is sometimes different thoughts, assumptions and different understandings of each respondent, as well as other factors such as the honesty factor in filling out the respondent's opinion in the questionnaire.

Conclusion

The results of this study can be concluded that the achievement of child-friendly school program planning is well reflected through the preparation and provision of applicable laws and regulations. The achievement of child-friendly school program planning is 92%, in the good category. Planning involves all elements of the organization in a child-friendly school program. Furthermore, the overall achievement of the implementation of the child-friendly school program is also in the good category with a percentage of 85%. This is realized well through the implementation of child-friendly school policies, implementation of learning, provision of facilities and infrastructure, qualifications and roles of educators and education staff, student participation, and participation of school committees and parents of students. The results of the monitoring and evaluation of the friendly school program reached 85%, with a good category. This is reflected in the indicators studied in monitoring and evaluation activities and their follow-up. The monitoring and evaluation of the child-friendly school program is carried out in line with the monitoring and evaluation of the Adiwiyata program, the family-friendly school program and other programs.

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EDUCATION THE IMPORTANCE OF HUSBAND SUPPORT IN EARLY INITIATION OF BREASTFEEDING IN MATERIAL MOTHERS

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Abstract

Education on the importance of husband's support for mothers in the implementation of early breastfeeding initiation is something that mothers really need, so that mothers feel loved and cared for, have self-respect and are valued, real assistance and presence provided by people in the mother's social environment can provide benefits. emotional and affect the implementation of IMD which makes mothers and babies successful to do exclusive breastfeeding. This study aims to determine the husband's support for the implementation of early initiation of breastfeeding in maternity mothers. Research methods ; analytic survey with cross sectional design. The data were processed by univariate, bivariate analysis, with a sample size of $n = 34$. Husband's support for the implementation of IMD in maternity mothers can be seen that the characteristics (age, education, occupation, sources of information), knowledge and education of husband's support for the implementation of IMD in maternity mothers are present. significant relationship with ($p < 0.05$). Education of husband's support for his wife in the implementation of Early Breastfeeding Initiation can be an event for health promotion by midwives to pre-conception mothers, as one of the efforts to make the Exclusive Breastfeeding program a success.

Keywords: Early initiation-breastfeeding, support-husband-mother-maternity

Preliminary

The first and main food for babies is breast milk (ASI). Mother's milk is very suitable to meet the needs of the baby, as well as when the baby is in the womb. Breast milk is a natural food for babies and can meet the baby's needs for energy and nutrients in the baby's growth period during the first six months of life. [1]. The nutritional needs of babies up to six months can be met only by giving breast milk

(ASI only) or what is known as “exclusive breastfeeding”. Exclusive breastfeeding is breastfeeding without other additional food for infants aged 0-6 months [2].

According to the World Health Organization (WHO), in 2013 the infant mortality rate (IMR) in the world was 34 per 1,000 live births, the infant mortality rate in developing countries was 37 per 1,000 live births and the infant mortality rate in developed countries was 5 per 1,000 per live birth. The Infant Mortality Rate (IMR) in East Asia is 11 per 1,000 live births, South Asia is 43 per 1,000 live births, [3][4]. Southeast Asia 24 per 1,000 per live birth and West Asia 21 per live birth (WHO, 2014). Infant and under-five mortality in Indonesia in the last 5 years, Neonatal Mortality Rate (AKN) remains the same namely 19/1,000 live births, while the Post-Neonatal Mortality Rate (AKPN) decreased from 15/1,000 to 13/1,000 live births, the mortality rate for children under five also decreased from 44/1,000 to 40/1,000 live births, Ministry of Health, 2015, [5].

The World Health Organization (WHO) demographic survey in 2000 found that exclusive breastfeeding for the first four months was very low especially in Central and North Africa, Asia and Latin America. Research in six developing countries, the risk of infant mortality between 9-12 months increased by 40% if the baby was not breastfed, for infants under two months of age, the mortality rate increased to 48% (WHO, 2000) [6][7]

In order to reduce child morbidity and mortality, the United Nations Children’s Fund (UNICEF) and the World Health Organization (WHO) recommend that children only be breastfed with breast milk for at least six months. Solid food should be given after the child is six months old, and breastfeeding should be continued until the child is two years old. In 2003, the Indonesian government changed the recommendation for the duration of exclusive breastfeeding from four months to six months (Center for Data and Information, 2014)[8].

Early Initiation of Breastfeeding (IMD) is a program issued by WHO/ UNICEF in 2007 where in principle it is not the mother who breastfeeds the baby, but the baby who must actively find the mother’s nipple and make skin-to-skin contact between the mother and the baby’s skin immediately after birth for at least one year. o’clock. Early initiation is often misunderstood forcing the baby to suckle on the mother’s breast immediately after birth. If the baby is allowed to make skin-to-skin contact with the mother’s skin, the baby will make movements to find the mother’s nipple, insert the mother’s nipple into her mouth correctly and suck it in the first hour of life [9]

Besides being able to reduce infant mortality, IMD can also help mothers in breastfeeding which is the best alternative to prevent prelactal feeding/drinks. IMD has a very real influence on the implementation of exclusive breastfeeding

[10]. By doing IMD, mothers have an eight times more chance of being successful in providing exclusive breastfeeding for up to four or six months compared to mothers who do not do IMD [11].

The highest percentage of IMD is in the Province of West Nusa Tenggara (NTB) at 52.9%, while the lowest is in the Province of West Papua at 21.7%. National Early Initiation Coverage is 34.5% and there are 18 provinces whose coverage is below the national figure [12]. Nationally, exclusive breastfeeding coverage is 52.3% referring to the 2014 program target of 80%, so Provinces that have achieved the IMD target are West Nusa Tenggara Province with 84.7%, there are three provinces with low achievement such as West Java Province (21.8), West Papua (27.3), and North Sumatra (37.6) (Indonesian Health Profile, 2014, PUSDATIN, 2014)

In the process of breastfeeding a child, we can understand the process of reciprocal processes that are mutually beneficial, and for the welfare of both mother and baby. To achieve this, the husband's participation is very much needed and useful as the closest companion when the wife struggles to support her child through various stages of breastfeeding [13].

Research conducted by Manggabarani, [14] shows that exclusive breastfeeding is influenced by various factors, including breast milk does not come out immediately after giving birth, less milk production, baby difficulties in sucking, unsupportive nipple conditions, working mothers and the influence/promotion of breast milk substitutes. Meanwhile, another research conducted by Annisa'Istiqomah, [15] shows that the supporting factor for the success of Early Breastfeeding Initiation is husband support, where husbands who before their wives gave birth received information about Early Breastfeeding Initiation, provided good support to their wives at the beginning of childbirth as much as 85.7% [16].

Research by Harahap, S. M. [17] proves that the factors that influence husband's support are age, education, occupation and husband's knowledge in the implementation of early initiation of breastfeeding. Determinants of IMD implementation are also strongly influenced by infant factors (eg gender and birth weight of the baby), maternal factors (such as health status, age, parity, education, knowledge and occupation, and health service factors such as pregnancy check-ups and birth attendants.) Of these three things, the role of the environment in this case husband/parents and relatives influences the implementation of IMD in mothers [18].

Preliminary study conducted in the working area of the Kutalimbaru Health Center, especially Private Practice Midwives, observations and interviews were carried out that 14 mothers did not breastfeed their babies for various reasons,

one of which was the lack of husband support. Husband's support is needed by mothers starting from pre-conception, pregnancy, childbirth and the postpartum period, so education on the importance of husband's support in implementing IMD is needed by mothers in labor, especially in the first hour.

The formulation of the problem in this study, that Early Breastfeeding Initiation is the first step in the process of breastfeeding the baby in the first hour of life by allowing the baby to crawl to find the mother's breast or nipple as well as supporting the implementation of exclusive breastfeeding. The success of breastfeeding for mothers must begin with a variety of strong social support, besides the family, the most important thing is the husband as the closest companion to the mother who can provide support, especially in giving attention, love and affection to the mother and her baby so that the mother will feel calm and grow confidence to breastfeed their baby.

The purpose of this study was to determine the husband's support for the implementation of early initiation of breastfeeding for women giving birth in the work area of the Kutalimbaru Public Health Center, Deli Serdang Regency. The benefits of research, mothers and families, especially husbands, can assist mothers in implementing early initiation of breastfeeding for babies with the hope of taking the first step to succeed and increase the success of exclusive breastfeeding.

Method

Type or research design, this type of research is an analytic survey with a cross sectional design, aiming to find out husband's support for the implementation of early breastfeeding initiation in women in labor. The research was conducted in 2017 in the Kutalimbaru Health Center Work Area, Deli Serdang Regency, starting with initial survey activities, proposal preparation, proposal seminars, proposal improvement, research, and final preparation of research reports.

The population in this study were husbands who accompanied their wives in carrying out normal deliveries, from the 3rd week of July to the 2nd week of August 2017 in five villages, namely 34 mothers giving birth.

Data Collection Method

The type of data used in this study is primary data. The method of data collection was done by using a questionnaire sheet about the characteristics of the husband, husband's support and observation sheets for the implementation of IMD in infants. The sample criteria are husbands who accompany their wives during normal delivery. The steps taken during the research process are:

1. Researchers collaborated with midwives in the villages of Suka Rende, Kutalimbaru, Pasar X, Namo Mirik and Suka Makmur.
2. The researcher gave the midwife's cellphone number so that she could contact the researcher when there was a delivery. The researcher also entrusted the questionnaire to the owner of BPS, if there were mothers who gave birth the researcher could not attend immediately, the midwives could help the researchers.
3. Husbands whose wives gave birth normally became research respondents, approached and explained and signed the research agreement.
4. Give time to respondents to fill out the questionnaire and provide opportunities for respondents to ask questions if something is not clear.
5. After all the questions in the questionnaire were answered, the researcher collected and re-examined the completeness of the data.
6. The researcher would like to thank the respondents for their participation.

The research instrument is a questionnaire that is used to determine the husband's knowledge about the implementation of IMD, with a multiple choice questionnaire and if one is given a score of 0 and if it is correct it is given a score of 1. The questionnaire in this study was first tested for validity and reliability using Pearson or product moment where the results value of r arithmetic $>$ r table (0.444), from 25 questions there were 7 invalid questions so that the questionnaire was revised. Test the reliability of the instrument, using Chronbach's alpha value $>$ r criteria (0.60) so that the reliability test is 0.875, so the instrument is said to be reliable.

Data analysis method, data analysis was performed with univariate and bivariate. Univariate analysis is used to see the percentage of each variable studied and then present it in the frequency distribution table. Bivariate analysis using Chi square correlation to see the relationship between variables, both dependent and independent variables. If the p value $<$ 0.05, it means that there is a significant relationship between the independent variable and the dependent variable.

Results

The results of the research on husband's support for the Implementation of Early Breastfeeding Initiation in Maternity in the Work Area of the Kutalimbaru Health Center, Deli Serdang Regency.

Characteristics of Respondents (age, education, occupation and sources of information, Number of children)

Characteristics of respondents' husband's support for the implementation of early breastfeeding initiation can be seen in the table below:

Table 1. Distribution of respondents' characteristics of husband's support in implementation of Early Initiation of Breastfeeding

No.	Characteristics	n	%
1	Age		
	<20 Year	15	44.1
	20 – 35 Year	17	50.0
	>35 Year	2	5.9
2	Education		
	Low	4	11.7
	Intermediate	27	79.4
	Tall	3	8.9
3	Work		
	Does not work	12	35.3
	Work	22	64.7
4	Resources		
	Never	8	23.5
	Once	26	76.5

Source: 2017 research results (processed data)

Table 1 characteristics of respondents, generally aged 20-35 years as much as 50.0%, secondary education as much as 79.4%, generally working as much as 64.7% and sources of information about IMD in general have heard of 76.5%.

Husband's Knowledge of Support for IMD Implementation in Maternal Mothers

Husband's knowledge of IMD Implementation Support in Maternity can be seen in the table below:

Table 2. Distribution of Respondents' Knowledge about husband's support in the Implementation of IMD

No	Knowledge	Frekuensi (n)	Persentase (%)
1	Not enough	8	23.6
2	Enough	23	67.6

3	Well	3	8.8
	Total	34	100.0

Source: 2017 research results (processed data)

Table 2 can be seen that the knowledge of respondents in general is sufficient as much as 67.6%.

Husband's support for the implementation of IMD

Husband's support for the implementation of IMD in maternity can be seen in the table below :

Table 3. Distribution of Husband's Support Respondents on the implementation of IMD

No	Husband Support	Frekuensi (n)	Persentase (%)
1	Less Support	9	26.5
2	Support	25	73.5
	Total	34	100.0

Table 3 can be seen in general, respondents support their wives in the implementation of IMD as much as 73.5%.

Implementation of IMD

The implementation of IMD in maternity can be seen in the table below.

Table 4. Distribution of Respondents in the Implementation of IMD in maternity

No	Implementation of IMD	Jumlah (n)	Persentase (%)
1	Do not do	8	23.5
2	Do	26	76.5
	Total	34	100.0

Table 4. It can be seen that the implementation of IMD in maternity mothers is 76.5%.

Bivariate analysis was conducted to identify the relationship between the independent variable and the dependent variable using the chi-square test. Testing the research hypothesis was based on a significant level of 5% ($p = 0.05$) and 95% Confidence Interval (CI). To see the relationship between the implementation of IMD in women giving birth to husband's support in the work area of the Kutalimbaru Health Center, Deli Serdang Regency, it can be seen in the following table:

Table 5. Relationship of husband's support to the implementation of IMD in Maternity in the Work Area of Kutalimbaru Health Center

Variable	Implementation of IMD				P	CI 95%
	Is not done	%	Done	%		
Husband Support						
Does not support	6	75.0	2	25.0	0,02	0.058-0.089
Support	1	4.0	24	96.0		
Knowledge						
Not enough	6	75.0	2	25.0	0.02	0.066-1.050
Enough	3	13.0	20	87.0		
Well	0	0.0	3	100		
Age						
< 20 years	6	40.0	9	60.0	0.00	0.041-0.083
20-35 years old	2	11.8	15	88.2		
>35 years old	0	0.0	2	100		
Education						
Low	3	75.0	1	25.0	0.00	0.081-1.130
Intermediate	5	18.5	22	81.5		
Tall	0	0.0	3	100		
Work						
Does not work	5	41.7	7	58.3	0.00	0.048-0.082
Work	4	18.2	18	81.8		
Resources						
No	6	75.0	2	25.0	0.00	0.061-0.091
Yes	0	0	26	100		

The results showed that there was a significant relationship between husband's support for the implementation of IMD in maternity with the Chi square test, p value <0.01 and Confidence Interval (CI) 95% (0.058-0.089). The results of the analysis of a significant relationship between husband's knowledge on the implementation of IMD in maternity with Chi square test results obtained p value < 0.05 and 95% CI value (0.066 - 1.050). The results of the analysis there is a significant relationship between husband's age on the implementation of IMD in maternity with Chi square test p <0.01 and 95% CI (0.041 - 0.083). The results of the study showed that there was a significant relationship between husband's education on the implementation of IMD in maternity with the Chi square test, p value <0.01 and 95% CI (2.088 - 133.05). The results of the analysis there is a significant relationship between husband's work on the implementation of IMD

in maternity with Chi square test results $p < 0.01$ and 95% CI (0.048 - 0.082). The results of the analysis showed that there was a significant relationship between listening to information on the implementation of IMD in postpartum mothers. Chi square test results obtained $p < 0.01$ and 95% CI (0.061 - 0.091).

Discussion

The discussion of the research with the title husband's support for the implementation of early initiation of breastfeeding in maternity mothers in the Kotalimbaru Health Center Work Area Deli Serdang Regency is as follows:

Characteristics of Respondents (age, education, occupation and sources of information)

The results of the analysis there is a significant relationship between husband's age on the implementation of IMD in maternity with Chi square test $p < 0.01$ and 95% CI (0.041 - 0.083). Respondents who provide support for IMD for maternity mothers are generally aged between 20-35 years which is referred to as productive age. Increasing age is part of increasing experience, knowledge and information for husbands in supporting the implementation of IMD in maternity mothers. The older a person gets, the process of mental development will also get better and can affect the increase in knowledge he gains [19]. The same thing as stated by Brotosaputro (1998) that the older a person gets, the faster they adapt to the environment, so they can consider the advantages/disadvantages of an innovation. Several studies that state that age is very related to someone to act in this case are the implementation of IMD in childbirth mothers, the age of companions for mothers is very important in learning in every life cycle in the implementation of IMD in postpartum mothers.[16] [20]

The results of the study showed that there was a significant relationship between husband's education on the implementation of IMD in maternity with the Chi square test, p value < 0.01 and 95% CI (2.088 - 133.05). The majority of respondents with secondary education and education will make it easier for respondents to understand everything in this case about early initiation of breastfeeding in maternity mothers. Through education, a person will more easily receive and understand health messages conveyed either through counseling or mass media [21]. Several studies are in line, 56.7% of those who completed secondary education (SMA/equivalent) were successful in doing IMD. Someone who is highly educated will give a more rational response to the information received and reason to think rationally what benefits will be obtained from the idea. The education of the respondents is generally at the intermediate level, and can support the mother in giving birth to perform IMD on the baby in the first

hour. The success of carrying out IMD will have an impact on the implementation of exclusive breastfeeding for babies who will become a quality generation as the nation's successor. [22]

The results of the analysis there is a significant relationship between husband's work on the implementation of IMD in maternity with Chi square test results $p < 0.01$ and 95% CI (0.048 - 0.082). There are 35.2% of respondents who do not work, compared to those who carry out IMD in the high category, which is 81.8%, meaning that the respondent's job plays an important role in supporting mothers in labor to initiate early breastfeeding. The respondent's work is supported by knowledge and education, the better the knowledge and the higher the level of education, the better the husband's work. Respondents succeeded in providing support so that the process of initiating early breastfeeding for mothers giving birth was carried out. Research conducted by Suryani, [23] at BPS Semarang city, the supporting factors that influence the provision of Early Breastfeeding Initiation (IMD) so as to support the success of Early Breastfeeding Initiation (IMD), namely: husband's work. The husband's work greatly affects breastfeeding, the husband may be busy but in between his busyness will give full support to the mother in the implementation of IMD, followed by exclusive breastfeeding [24]. Husbands who do not work may spend a lot of time supporting mothers in labor but because he doesn't work, his husband's mood will be different or he feels less appreciated. If the husband doesn't work, it may clearly be said that it will be easier to support the mother in breastfeeding because the husband has more time to accompany the mother, but psychologically this is very contrary to a woman's heart. husband as the head of the family in the household and is responsible for all family members. Sometimes with the husband working it turns out to be more flexible to motivate the wife to carry out early initiation of breastfeeding well and support the successful implementation of exclusive breastfeeding [25] [26]

The results of the analysis showed that there was a significant relationship between listening to information on the implementation of IMD in postpartum mothers, the results of the Chi square test obtained $p < 0.01$ and 95% CI (0.061 - 0.091). Husbands know information about early initiation of breastfeeding in general from information media in the form of books and electronic media, but there are also some respondents who obtain information from midwives. In the era of globalization, advances in science and technology have made it easier for husbands to get information. The information factor greatly influences the husband in the implementation of IMD. IMD information can be done early in pregnancy even before the mother becomes pregnant the right decision [27] [28] [29][30]. To make mothers successful in exclusive breastfeeding, it would be better if the implementation of IMD was initiated, this is husband's support

which is very important to create a healthy generation. This means that husband's support is needed both physically and psychosocially so that mothers can give exclusive breastfeeding to babies, only breast milk for six months. The better the sources of information obtained by the husband, the better the more knowledge about IMD, the greater the possibility to carry out the IMD implementation in maternity mothers.

Husband's Knowledge of Support for IMD Implementation in Maternal Mothers

The results of the study, most of the respondents had sufficient knowledge about BMI 87.0% of respondents, Chi square test results obtained p value <0.05 and 95% CI value (0.066 - 1.050). To be able to have an influence in the practice of breastfeeding, the first thing a husband must have is knowledge related to breastfeeding. [31]. Husbands who have received information that can increasing knowledge provides a great opportunity for the implementation of IMD. Husbands can take part in the decision-making process regarding feeding patterns for babies through exclusive breastfeeding for up to 6 months starting with the implementation of IMD. In general, husbands only play a role in accompanying their wives for antenatal care, childbirth, and In general, the husband feels that it is not their business but the mother's business because the mother is breastfeeding [32]. Actually, support from the husband is really needed to make the mother successful in the implementation IMD and then exclusive breastfeeding. Intervention studies in western countries also show that an increase in husband's knowledge about breastfeeding affects breastfeeding initiation [33].

Husband's support for the implementation of IMD

The results of the study, generally respondents supported the wife in the implementation of IMD as much as 73.5%, there was a relationship between husband's support for the implementation of early initiation of breastfeeding in maternity mothers (pvalue < 0.05). This illustrates that the implementation of early breastfeeding initiation really requires support from the husband and is most needed by breastfeeding mothers. The husband is a vital part in the success or failure of breastfeeding because the husband's support will increase the mother's self-confidence[34]. Implementation of IMD in maternity mothers is a process of breastfeeding babies immediately after birth where the baby is placed on the mother's chest, the baby's skin is attached to the mother's skin without being swaddled, the mother allows the baby to find and find the mother's nipple and stimulates the baby with a gentle touch on the back, cheeks, head, hands or feet, the mother hugs the baby for one [35]. In the implementation of this activity, husband's assistance and support is needed, where the mother is still very weak and

tired after giving birth so that with her husband beside the mother, psychologically the mother will also feel comfortable [36]

The success of early breastfeeding is strongly influenced by maternal and infant factors, health workers as providers of information and services, as well as maternal psychological factors where mothers need comfortable conditions to produce breast milk which can be obtained from husband's support while breastfeeding. To be able to help mothers practice breastfeeding initiation immediately after the baby is born, the husband must provide a very specific support action in a very short period of time. The results of the study were 73.5% of husbands had accompanied their wives in the implementation of IMD but in general many husbands did not know their role in the IMD period. The presence of husbands in the delivery room is mostly because they only want to provide emotional support to the mother or because they want to be physically present so that they can give approval if at any time further action is needed in the delivery process [37] [7]

The most dominant support given by husbands to wives is emotional and psychological support in the form of husbands taking care of mother's feelings by showing a caring and friendly attitude and motivating mothers to do IMD. The Working Area of the Kutalimbaru Health Center has implemented husband assistance for every mother giving birth so that when giving birth it is not difficult for husbands to accompany mothers in carrying out IMD

Support is information that can be felt by the mother that she is loved and cared for, has self-esteem and is valued, and is part of a communication network and shared obligations. In addition to this, it can also provide verbal or non-verbal support, advice, tangible assistance or behavior provided by familiar people in the social environment or in the form of presence and things that can provide emotional benefits or affect behavior. behavior of the recipient [38]. This will give a new spirit to the mother, because for the mother of the family the most important thing is the husband who is known as the supporting father. Including husband's support for postpartum mothers in carrying out early breastfeeding initiation, respondents (husbands) play a role in the success of early breastfeeding mothers, especially by being present and providing support to mothers during childbirth and building mother's confidence so that they are willing and able to breastfeed until exclusive breastfeeding. A stable emotional state determines the level of milk production produced by the mother. This emotional stability can be achieved if the husband supports the mother [39] [40].

There are still many husbands who think it is wrong that breastfeeding is the business of the mother and the baby. They think that it is enough to be

passive observers. Actually, the husband has a very decisive role in the success of breastfeeding because the husband will also determine the smoothness of the milk ejection reflex (let down reflex) which is strongly influenced by the emotional state or feelings of the mother. Of all the support for breastfeeding mothers, husband's support is the most meaningful support for mothers [41], [42].

Husband's support includes providing information, emotions and providing help. Informational support is part of knowledge about the benefits of breastfeeding and how to breastfeed. Emotional support includes understanding, encouraging and loving. Assistance support includes providing physical assistance to be able to breastfeed the baby. This is also in accordance with what Roesli stated that in the management of early initiation of breastfeeding in general, it is recommended for husbands to accompany the mother during childbirth[43]

Conclusion

Based on the results of the study, Husband's Support for the Implementation of Early Breastfeeding Initiation in Maternity in the Work Area of the Kutalimbaru Health Center, Kutalimbaru District, Deliserdang Regency as follows:

There is a significant relationship between the implementation of Early Breastfeeding Initiation in maternity with husband's support, There is a significant relationship between husband's knowledge to support mothers in childbirth and there is a significant relationship between respondent characteristics (age, education, occupation and sources of information) on husband's support in mothers giving birth in the implementation of IMD

Suggestion

The suggestions in this research are:

1. To the Kutalimbaru Health Center, Deli Serdang Regency, it is recommended to further improve health promotion, especially regarding early initiation of breastfeeding to support the success of exclusive breastfeeding.
2. To midwives in the working area of the Kutalimbaru Health Center, Deli Serdang Regency, to continue to carry out IMD during the fourth stage of labor and it can be done on every mother who gives birth.

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THE USE OF MAGIC CARD MEDIA IN IMPROVING THE ABILITY TO WRITE UPGRADE CONTINUOUS LETTERS IN CLASS II STUDENTS AT SDN 12 BONGOMEME GORONTALO DISTRICT

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ABSTRACT: This study aims to use *magic* card media in improving the ability to write cursive in second grade students at SDN 12 Bongomeme, Gorontalo Regency. This type of research is classroom action research. Data collection techniques with tests, observations and documentation.

The results showed that in the first cycle of the first meeting of 17 students increased by 6 students or 36% who could not afford there were 11 students or 64%. Continued in the first cycle of the second meeting there were 10 or 59% of students who were able and the rest there were 7 students or 41%. In the second cycle, the first meeting of 17 students increased by 12 students or 70% who could not afford there were 5 students or 30%. Then in the second cycle of the second meeting there were 16 students or 94% of students who were able and 1 student or 6% who did not increase. Thus, it can be concluded that by using magic card media, the ability to write in cursive for class II students at SDN 12 Bongomeme, Gorontalo Regency increases.

Keyword: cursive writing, magic card media

Preliminary

Indonesian is the national language and the official language of instruction in educational institutions in Indonesia, from elementary school to university level. Indonesian is the most important means of communication to unite the whole nation and therefore is a means of expressing oneself both orally and in writing. Indonesian language learning in elementary schools (SD) is essentially directed at improving students' ability to communicate well, both orally and in writing. The scope of Indonesian language subjects consists of four language skills (Listening, Speaking, Reading and Writing). Writing is one of the most important skills in addition to the other three language skills. This is because writing is a means to

study the other world that is desired so that humans can expand their knowledge, and explore written messages in the language of discourse. At the time of writing a person is required to interact through text (writing). By writing someone can get the message written. If someone does not have adequate writing skills, it is almost certain that he will not be able to communicate through text. When connected with the demands of today's life, of course the person will have obstacles in obtaining messages conveyed through text (writing). For this reason, it is very important to master writing skills from an early age, especially cursive writing.

In learning to write cursive letters in elementary schools, especially in lower grades or grades II, students are expected to be able to understand and master the basic ability to write cursive letters in full in accordance with the specified rules. Students who do not understand the rules of writing will find it difficult to understand the next lesson, as a result, many students do not like to write cursive letters. To improve students' ability to write cursive letters, it is expected that a lot of practice, as well as the learning media used must be interesting and fun, so that in participating in learning students will be more enthusiastic and enthusiastic in participating in learning. One of the media that can be used is *magic* card media. Using *magic* card media can inspire students' enthusiasm in writing so that learning in the classroom will run actively and centrally. Through the medium of card *magic*, too, is expected to da pat peng overcomes the limitations of a page of students, makes it easy to convey the material being taught, adding charm and attention to students, and to improve the students' imagination in writing.

The Nature of Writing Ability

Tarigan (2013: 3) writing is a language skill that is used to communicate indirectly, not face to face with other people. In addition, writing is also a developmental process. The process of developing children's writing begins with drawing, then writing "chicken claws", then making letter shapes. At first the schoolchildren wrote, although he did not know the shapes of the letters. Words that they know well, for example their own names, so they will learn different letters represent different sounds. Then know the syllables and sentences in each writing. According to Husain (2011:1) writing ability is an ability that must be mastered by students, because students' ability to write has many difficulties in learning. Though the ability to write is a very important capital in one's life both at school and in society.

From some of the opinions of the experts above, the data concluded that writing is the fourth skill in language, writing is an ability that must be possessed by every human being by paying attention to the rules in writing to produce good

and correct writing in order to convey ideas about what is being said. has been written.

The benefits of writing according to Pennerbakcer (Tuloli, 2011:220) are : a) writing clears the mind, b) writing to overcome trauma, c) writing helps to get and remember new information, d) writing helps solve problems, e) free writing helps when forced to write.

Writing cursive is an activity to produce letters that are connected to each other without lifting the writing utensil. Writing cursive is one of the skills that there are four aspects of learning Indonesian that must be mastered by school students from the elementary level (Rokayah, 2018: 89). According to Abdurahman (in Rokayah, 2018:89). The reasons students are given cursive writing lessons are (1) cursive writing makes it easier for students to recognize words as a whole, (2) cursive writing does not allow writing upside down, (3) cursive writing is faster because there is no stopping movement every time. letter

From some of the descriptions above, the writer concludes that cursive writing is a very important lesson for grade 2 students because it must be mastered by students from the basic level which can facilitate students later at the next level. Writing cursive is also for elementary school is a form of writing that requires creativity in doing it. If students do not have creativity in cursive writing, then the writing will not be beautiful and it cannot be read and understood by others. Therefore, learning to write cursive is very much needed in elementary schools.

According to Rokayah (2018: 89) the benefits of cursive writing include: (1) stimulating children's motor development; (2) write faster; (3) the resulting writing is more beautiful and neat.

Definition of Media

The word *media* comes from the Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. In Arabic, the media is an intermediary or introductory message from the sender to the recipient of the message. Gerlach & Ely (Arsyad, 2014: 3) say that the media, if understood in broad terms, are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. According to Sadiman (Ariyati 2014: 50-51) Media is anything that can be used for everything that can be used to channel messages from sender to receiver so as

to stimulate thoughts, feelings, concerns, and interests and concerns of students in such a way that the learning process occurs.

Thus from some according to the experts above, it can be concluded that the media is a very important tool to be used in the learning process because the media is a place to channel learning messages or information to achieve the expected learning objectives.

Bretz (Muhson, 2010:5) identified the main characteristics of the media into three main elements, namely sound, visual, and motion. Visual divided into three namely images, lines and symbols is a continuum of shapes that can be captured by the sense of sight. In addition, Bretz also distinguishes between broadcast media (*telecommunication*) and recording media (*recording*) so that there are eight media classifications: (1) motion audio-visual media, (2) silent audio-visual media, (3) semi motion audio-visual media, (4) motion visual media, (5) silent visual media, (6) semi-moving media, (7) audio media, and (8) print media.

The Nature of *Magic Card Media*

Magic is something that can be written or replaced. *Magic card media* is a media specially designed for students where *magic card media* is a type of visual media, which is made of printed paper in the form of cards, this media has vertical writing in cursive along with cartoon images of animals and plants displayed in colored ink which aims to attract the attention and motivation of students so that learning will be carried out well.

According to Widiyaningrum (2015: 3) a *magic card* is a card that contains an image that is accompanied by the letters of the alphabet in succession easily and in accordance with predetermined rules. With the media of *magic cards* it raises the enthusiasm of students in writing so that learning in the classroom will run actively and centered.

According to Widianingrum et al (2015:3) the steps for applying *magic card media* in learning are as follows:

1. The teacher distributes *magic card media* to each student
2. The teacher guides the students using *magic card media*
3. Students write by looking at the *magic card media* on sheets one to several sheets containing the writing of capital letters in cursive and lowercase letters in cursive form.
4. Students write each syllable by looking at the *magic card media*
5. Students write sentences on *magic card media* by looking at the media vertically

6. The teacher acts as a mentor, facilitator and observer of students in doing assignments.

Magic card media has several advantages, as stated by Swasti (Widianingrum, 2016: 6), including:

1. The card can be used to recognize letters, and vocabulary with interesting pictures
2. Cards containing letter games, thickening letters by following and bolding and writing vocabulary
3. Save and efficient

Magic cards are also a learning medium that raises student learning motivation, by involving students in learning it will be easily accepted by students. With the interesting pictures contained in the *magic* card, it can make students more enthusiastic to learn to write in cursive, this can make it easier for teachers to teach. This statement can also be supported by Ngdiono who states that media can foster learning motivation, that learning will be clearer so that it is easy for students to understand and learning objectives will be achieved (2009:26).

Research Methodology

This research is a classroom action research (PT K) which was conducted at SDN 1 2 Bongomeme, Gorontalo Regency. In class II which is located on Jl. Nani Hasan, Tohupo Village, Bongomeme Subdistrict, Gorontalo Regency. The subjects of this study were students carried out for 2 cycles of 4 meetings.

Data analysis in this study was carried out since data collection and carried out carefully during in the field and after in the field. According to Arikunto (Moohulalo 2017:28). At this stage all the data obtained from the results of monitoring or observation, the assessment sheet can be determined the minimum and maximum values.

Research Results and Discussion

Observation of Student Activities in Learning Cycle I Meeting I

From the data from the observation of teaching and learning activities in the first cycle of the second meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) 0%, good criteria (B) 3 or 37.5%, sufficient criteria (C) 4 or 50% and less criteria (K) only 1 or 32% which are all related to student competence, while the implementation of teaching and learning activities still needs to be continued in

the first cycle of the second meeting because there are still several aspects that have not been achieved.

Results of Students' Ability in Continuous Writing in Cycle I Meeting I

Based on the assessment of the aspects assessed by 17 students, it can be seen in the aspect of the ability to write capital letters in cursive, there are 7 students or 41% in the capable criteria, 8 students or 47% included in the underprivileged criteria, and 2 students or 12% in the unable criteria. Aspects of the ability to write letters, syllables and cursive sentences there are 4 students or 24% included in the criteria of being able, 6 students or 35% included in the criteria of underprivileged and 7 students or 41% included in the criteria of being unable. The third aspect of the neatness of writing there are concatenated straight students who are able, 7 students or 41% included in the category of disadvantaged and 10 or 59% sis wa included in the category of not afford.

Observation of Student Activities in Learning Cycle I Meeting I I

From the data from the observation of teaching and learning activities in the first cycle of the second meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) of 1 or 12.5%, good criteria (B) of 5 or 62.5%, sufficient criteria (C) of 2 or 25% and poor criteria. (K) there are no criteria for less or 0%, all of which are related to student competence.

Results of Students' Ability in Continuous Writing in Cycle I Meeting I I

Based on the assessment of the aspects that are rated at students with 17 students, look at aspects of the ability to write capital letters upright continued there were 10 students or 59% in the criteria capable, 7 students or 41% included in the criteria are less capable, and 0% in the criteria is not able. Aspects of the ability to write letters, syllables and cursive sentences there are 5 students or 30% included in the criteria of being able, 11 students or 64% included in the criteria of underprivileged and 1 student or 6% included in the criteria of being unable. The third aspect of the neatness of writing there are concatenated straight students who are able or 0%, 15 students or 88% included in the category of disadvantaged and 2 or 12% of the students included in the category not afford.

Observation of Student Activities in Learning Cycle I I Meeting I

From the data from the observation of teaching and learning activities in the second cycle of the first meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen

in the implementation of teaching and learning activities with very good criteria (SB) there are 5 or 62.5%, good criteria (B) are 3 or 37.5%, sufficient criteria (C) are 0 and less criteria (K). there are no criteria less or 0% which are all related to student competence.

Results of Students' Ability in Continuous Writing in Cycle I I Meeting I

Based on the assessment of the aspects assessed by 17 students, it can be seen in the aspect of the ability to write capital letters in cursive there are 12 students or 70% in the criteria of being able, 5 students or 30% belonging to the criteria of underprivileged, and 0% in the criteria of being unable. Aspects of the ability to write letters, syllables and cursive sentences there are 6 students or 36% included in the criteria of being able, 11 students or 64% included in the criteria of underprivileged, and 0% included in the criteria of being unable. The third aspect, namely the neatness of cursive writing, there are 3 students who are able or 18%, 12 students or 70% are included in the poor category and 2 or 12% of students are included in the unable category.

Observation of Student Activities in Learning Cycle I I Meeting I I

From the data from the observation of teaching and learning activities in the second cycle of the second meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) there are 7 or 87.5%, good criteria (B) are 1 or 12.5%, sufficient criteria (C) are 0 and less criteria (K). there is no criterion of less or 0%, all of which are related to student competence, while the implementation of teaching and learning activities stops until the second cycle because it has met the criteria.

Results of Students' Ability in Continuous Writing in Cycle I I Meeting I I

Based on the assessment of the aspects assessed by 17 students, it can be seen that in the aspect of the ability to write capital letters in cursive, there are 16 students or 94% in the criteria of being able, 1 student or 6% belonging to the criteria of underprivileged, and 0% in the criteria of being unable. Aspects of the ability to write letters, syllables and cursive sentences there are 11 students or 65% included in the criteria of being able, 6 students or 35% included in the criteria of underprivileged and 0 students or 0% included in the criteria of being unable. The third aspect is the neatness of cursive writing, there are 2 students who are able or 12%, 14 students or 82% are included in the poor category and 1 or 6% of students are included in the unable category.

Based on the results of the description above, the use of *magic card* media in improving the ability to write in cursive for second grade students of SDN 12 Bongomeme, Gorontalo Regency has shown an increase.

There was an increase in the consistency of students' abilities in class II SDN 12 Bongomeme, Gorontalo Regency, namely the results of the initial observation of 18% increased to the first cycle of the first meeting to 35% and then increased again in the first cycle of the second meeting to 59%. In the first cycle the achievement indicators have not met the target so that it is continued in the second cycle, in the second cycle of the first meeting, 70% is obtained, then it increases again in the second cycle of the second meeting, it is 94%. In the second cycle, the research has reached the desired target, so that the implementation of the activities is considered complete. However, for students who are less able to write in cursive using *magic card* media, it is absorbed by the partner teacher to continue

Conclusion

Based on the results of research and discussion of classroom actions that have been carried out in two cycles, it is concluded that by using *magic card* media the ability to write cursive letters for second grade students at SDN 12 Bongomeme, Gorontalo Regency increases. This is indicated by the results of the first cycle of the first meeting of 17 students, an increase of 6 students or 36% who are unable to have 11 students or 64%. Continued in the first cycle of the second meeting there were 10 or 59% of students who were able and the rest there were 7 students or 41%. In the second cycle, the first meeting of 17 students increased by 12 students or 70% who could not afford there were 5 students or 30%. Then in the second cycle of the second meeting there were 16 students or 94% of students who were able and 1 student or 6% who did not increase.

By looking at the conclusions as described above, the authors suggest that after participating in this activity, the teacher is expected to provide a lot of cursive writing exercises to students so that they are able to write cursive letters smoothly. Besides that, schools must prepare the facilities and infrastructure needed by teachers in facilitating students to write cursive letters which can be improved through *magic card* media.

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