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Swot Analysis in The Medium-Term Work Plan at SMAN 1 Pagaden 2021-2025

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Abstract: The Medium Term Work Plan (MTWP) in its preparation involves school supervisors, principals, school committees, teachers and other components involved in the school environment of SMAN 1 Pagaden. The purpose of preparing this MTWP is as a framework for all components at SMAN 1 Pagaden in four years. MTWP at SMAN 1 Pagaden is an effort to improve the quality of education such as curriculum development and improvement of advice and infrastructure, learning tools, management improvements, school funding and sources of funds, graduation standards, assessment systems and the role of school committees. Efforts to improve these things are by compiling the MTWP program for the period 2021-2025. This research was conducted to improve the performance or achievement of the work program of SMAN 1 Pagaden in period 2021-2025. This research was conducted at SMAN 1 Pagaden, Subang Regency, which took place from January to April 2021. The data was processed using the quality reports application published by the West Java education quality assurance institute as a measure of the achievement of the work program in the previous year. The data is processed and analyzed using the description method. The remedial/enrichment program so far has not been effective, it still uses the effective hours of teaching and learning. Improvements to the remedial/enrichment program aim to improve the quality of learning, with higher learning achievement expected to have an impact on the standard chart of content so that it can go to the national education standard 4 category. Strengthening remedial and enrichment programs can be optimized through the use of school operational assistance funds.

Abstrak: Rencana Kerja Jangka Menengah (RKJM) dalam penyusunannya melibatkan pengawas sekolah, kepala sekolah, komite sekolah, guru-guru serta komponen lainnya yang terlibat di lingkungan sekolah SMAN 1 Pagaden. Tujuan penyusunan RKJM ini sebagai kerangka kerja semua komponen di SMAN 1 Pagaden dalam empat tahun. RKJM di SMAN 1 Pagaden merupakan upaya untuk meningkatkan mutu pendidikan seperti pengembangan kurikulum dan perbaikan saran dan prasarana, alat pelajaran, perbaikan manajemen, pembiayaan dan sumber dana sekolah, standar kelulusan, sistem penilaian dan peran komite sekolah. Upaya untuk meningkatkan hal-hal tersebut adalah dengan menyusun program RKJM periode 2021-2025. Penelitian ini dilakukan untuk meningkatkan kinerja atau capaian program kerja SMAN 1 Pagaden dalam kurun waktu 2021-2025. Penelitian ini dilakukan di SMAN 1 Pagaden Kabupaten Subang yang berlangsung dari bulan Januari hingga bulan April 2021. Data diolah dengan menggunakan aplikasi raport mutu yang diterbitkan oleh Lembaga Penjaminan Mutu Pendidikan (LPMP) Jawa Barat sebagai alat ukur ketercapaian program kerja pada tahun sebelumnya. Data diolah dan dianalisis dengan menggunakan metode deskripsi. Program remedial/pengayaan selama ini belum efektif, masih menggunakan jam efektif kegiatan belajar mengajar. Perbaikan pada program remedial/pengayaan bertujuan untuk meningkatkan mutu pembelajaran, dengan semakin tinggi ketercapaian pembelajaran diharapkan akan memberikan dampak pada grafik standar isi agar dapat menuju kategori 4. penguatan program remedial dan pengayaan dapat dioptimalkan melalui penggunaan dana bantuan operasional sekolah.

A. Introduction

Refers to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards (NES) as an amendment to Government Regulation Number 19 of 2005 concerning NES and other applicable regulations where the school is established (regional regulations). These regulations are the basis for schools to be able to provide quality education. In an effort to achieve the NES, schools must have good quality management. Schools are "institutions that manage humans and aim to create quality humans, of course this requires more extra thought than goods management institutions" (Fadhli, 2017), so good management is needed. Society and education management must abstain from the habit of using "short programs", quality improvement can be achieved through continuous change not with short programs (Indana, 2017).

Management according to Terry (in Ibrahim, 2016) states that "management is a distinctive process consisting of actions: planning, organizing, mobilizing and monitoring carried out to determine and achieve the goals that have been set through the use of human resources and other sources". Based on the management theory put forward by Terry, before carrying out the work programs, a MTWP of SMAN 1 Pagaden was prepared. The MTWP in its preparation involves school supervisors, principals, school committees, teachers and other components involved in the school environment of SMAN 1 Pagaden. The purpose of preparing this MTWP is as a framework for all components at SMAN 1 Pagaden in four years. "A good MTWP program will produce good results as well, including student learning outcomes. This will be achieved if the principal performs, masters/capable and understands the MTWP, because the MTWP is a reference in school management" (Nursimah, 2019).

The MTWP at SMAN 1 Pagaden is an effort to improve the quality of education such as curriculum development and improvement of advice and infrastructure, learning tools, management improvements, school funding and sources of funds, graduation standards, assessment systems and the role of school committees. Efforts to improve these things are by compiling the MTWP program for the period 2021-2025.

The main purpose of preparing the MTWP is that SMAN 1 Pagaden can know in detail the actions that must be taken so that the goals, obligations, and targets of school development can be achieved. The MTWP also ensures that all programs and activities undertaken to develop schools have taken into account the expectations of stakeholders and the real conditions of the school. Therefore, the process of preparing the MTWP has involved all stakeholders.

The target of the MTWP for the Principal of SMAN 1 Pagaden is as a reference for implementing the program for a period of four years and its elaboration, namely the annual work plan. For educators and education personnel, SMAN 1 Pagaden is a more detailed picture in carrying out teaching tasks and realizing the programs assigned to them. As for the Committee Management of SMAN 1 Pagaden, it is a reference to carry out continuous evaluation of the performance of SMAN 1 Pagaden.

The benefits of preparing the MTWP are as a working guideline (frame of reference) in developing schools, a basis for monitoring and evaluating the implementation of school development, reference materials for identifying and proposing educational resources needed for school development, as a reference for schools to achieve improvement targets. the quality of education within a period of four years, as a guide for schools in utilizing education subsidies both from the government and non-government, as a source of inspiration for all school members in improving the quality of education and learning, as

well as as a benchmark for the successful implementation of various quality improvement programs school education. Therefore, this research was conducted to improve the performance or achievement of the work program of SMAN 1 Pagaden in the period 2021–2025.

B. Method

This research was conducted at SMAN 1 Pagaden, Subang Regency, which took place from January to April 2021. The data was processed using the Quality Reports application published by the West Java Education Quality Assurance Institute as a measure of the achievement of the work program in the previous year. The data is processed and analyzed using the description method. To fill in each indicator in the 8 Education Standards, a School Education Quality Assurance Team is prepared which is responsible for processing data based on the indicators provided in the Quality Report. The data is used to make a SWOT analysis in the MTWP of SMAN 1 Pagaden for the 2021–2025 academic year.

C. Result and Discussion

The main strategic policies, programs, targets, and strategies for implementing education development designed in the strategic plan of SMAN 1 Pagaden 2021–2025 are prepared taking into account the circumstances and challenges in the strategic environment so that the goals for the next four years are more realistic and consistent with the principles of education management. effective, efficient, accountable and democratic. Where the indicator of planning is that the principal must prepare school/madrasah plans for various levels of planning consisting of the principal developing the MTWP, RKT/RKAS with other programs based on data from the evaluation results in fulfilling the NES 8 NES (Rosdiana, 2018).

Work programs and strategic plans are prepared based on the results of the SWOT analysis of SMAN 1 Pagaden. The SWOT analysis studied can be seen from both internal and external challenges. SWOT analysis can provide an overview of strengths and opportunities that can be optimized as expressed by Widjaja (2020) "SWOT as an analysis tool for taking alternative strategies based on a map of strengths and opportunities"

Table 1.

Order of achievement Values of NES quality indicators based on the 2020 quality report

Rating	National Education Standard	2020 Achievements
1	Financing Standard	6.59
2	Standards of Educators and Education Personnel	6.31
3	Management Standard	6.16
4	Graduate competence standard	6.15
5	Educational Assessment Standards	5.84
6	Content Standard	4.47
7	Process Standard	5.55
8	Facilities and Infrastructure Standards	4.47

Source: 2020 quality report card

Category	Lower limit	Upper limit
To NES 1	0	2.04
To NES 2	2.05	3.7
To NES 3	3.71	5.06
To NES 4	5.07	6.66
NES	6.67	7

the achievement of content standards and standards for facilities and infrastructure in 2020 is still low when compared to other standards. In this study, the target of improvement at SMAN 1 Pagaden is the content standard in order to reach the category towards NES 4. The assessment indicators for content standards include; learning tools according to the formulation of graduate competencies, containing characteristics of attitude competencies, containing characteristics of knowledge competencies, containing characteristics of skill competencies, adjusting student competency levels, and adjusting the scope of learning materials.

The results of research conducted by Damanik, (2015) "to meet content standards, schools need to hold training and workshops for teachers and education staff, in collaboration with DU/DI and similar vocational schools, requiring teachers to carry out their duties with full responsibility".

Table 2. Content standard analysis

Ideal Condition	Real Condition	Evaluation
Curriculum development at education unit level use the guide compiled by BSNP	There are still school stakeholders who do not understand the curriculum used, even though the school has disseminated it to all school stakeholders as a whole	The school always disseminates the school curriculum to all school stakeholders as a whole
The curriculum is made with consider character area, social needs society, cultural conditions, age students, and needs learning	Almost all teachers in the school have compiled a local content syllabus	Schools need to create excellent programs for the potential and self-development of students
The curriculum has shown there is an allocation of time, a plan remedial and enrichment programs for student	The implementation of remedial/enrichment is not fully effective, it still uses the effective hours of KBM	Schools make remedial and enrichment programs carefully

Schools provide services guidance and counseling for make ends meet participant personal development educate	1. Not all guidance and counseling results have been followed up. 2. Schools lack guidance and counseling teachers so that services cannot be maximized	Schools need to follow up on the results of guidance and counseling and add Guidance and Counseling teachers
The school provides activities extracurricular to fulfill development needs learner's personal	1. The school has held extracurricular activities to develop the interests and talents of students. 2. Every extracurricular has a work program which will end with an activity report.	Schools improve extracurricular activities
Syllabus developed based on Content Standards, Competency Standards Graduates, and KTSP guides	Not all syllabuses have taken into account the situation and conditions of the school	Schools need to make a grand syllabus and development that is adapted to the teacher's reference book
Learners get equal opportunity for carry out exploration and elaboration and get confirmation	Only 60% of educators provide opportunities for students to get confirmation in the learning process	Schools need to increase exploration and elaboration to obtain the same confirmation for students. And coaching for teachers who have not implemented effective learning through technical coaching by the Principal/Supervisor
Supervision and evaluation the learning process is carried out regularly and continuously by the Principal and Supervisor	School supervisors have not conducted regular and ongoing supervision and evaluation of the learning process for all teachers	Schools need to improve the supervision and evaluation of the learning process which is carried out regularly and continuously by the Principal and Supervisor

Source: Research Result Data

Based on the results of the analysis above, there is an imbalance between real conditions and ideal conditions at SMAN 1 Pagaden. Therefore, there must be efforts to improve the quality of education such as curriculum development and improvement of facilities and infrastructure, learning tools, improvement of management, funding and sources of school funds, graduation standards, assessment systems and school committees.

Efforts to improve these things are by compiling the MTWP program for the period 2021-2025.

In the table it can be seen that the priority scale that must be carried out is to increase the implementation of remedial/enrichment. The remedial/enrichment program so far has not been effective, it still uses the effective hours of teaching and learning. Because only 60% of educators provide opportunities for students to get confirmation in the learning process, schools need to increase exploration and elaboration to obtain the same confirmation for students. And coaching for teachers who have not implemented effective learning through technical guidance by the Principal/Supervisor.

Improvements to the remedial/enrichment program as well as the supervision of the principal aim to improve the quality of learning, with higher learning achievement expected to have an impact on the standard graph of content so that it can go to the SNP 4 category. As in Hasibuan (2014) research which reveals that "the basis for consideration of providing remedial, among others, is to streamline the learning process. Another basis is to explore the level of student learning abilities.

There are still a small number of teaching personnel who do not have a deep appreciation regarding supervisory functions so that there is a need for guidance from the principal which is carried out based on inputs from all elements of the school. An article written by Ajasan (2016) states that "the role of academic supervision carried out by the principal to teachers aims to improve professionalism and the quality of learning".

According to Ginting (2020) that "supervision is a professional coaching process carried out by school principals which has the aim of increasing teacher professionalism in carrying out learning tasks. Therefore, the principal must have a good approach with the teachers".

The strengthening of learning is not only through the supervision program carried out by the principal for teachers but also through remedial activities. The remedial program is intended to obtain a more accurate picture of a student's ability to achieve learning, the difficulties faced by students, the location of their weaknesses, the factors that cause these weaknesses. With remedial programs, whether the student can be assisted by the teacher or need the help of others, how much time is given, when, by whom, and so on. Furthermore, the remedial program is intended to improve the learning outcomes of students who have not yet reached the Minimum Completeness Criteria. In an article written by Mutmainah, et al (2015) stated that "teachers should be accustomed to analyzing daily test results, so that indicators of questions that are not demanding are clearly visible, and teachers can choose remedial strategies. the most appropriate." Remedial can be done through remedial teaching and remedial tests.

Remedial tests can be done by requiring students to repeat the main material that has been taught by giving instructions, including; 1) Mark and indicate the parts that are considered important which are weaknesses for the students concerned. 2) Make questions that aim to direct students in studying the material. 3) Provide encouragement and enthusiasm for learning. 4) Provide reading material so that students can learn the material being remedial. 5) Provide time to discuss or answer students' questions if they have difficulty understanding the material. 6) Clarify the various terms contained in the main material or material so that it is easily understood by students.

In addition, students are required to follow other alternative activities that are equivalent to the learning they have taken and have the same goals. It is also necessary, the teacher provides direction about; 1) What activities must be done by students. 2) What

materials can support the activities being carried out. 3) Which part gets special emphasis. 4) What questions should be asked to focus more attention on the core of the problem. 5) The way that students should take to be able to master the material.

At the time of student learning difficulties are not due to difficulties in learning, but rather due to other factors, such as not liking certain subjects because of the teacher's behavior, problems related to parents, problems with peers, due to slow learning, below average potential, etc. what must be done is that the student must first be given psychotherapy services and guidance and counseling. This guidance service can be in the form of individual or group services. Of course, in this case the teacher of the field of study cannot handle it completely, but requires a counselor, psychiatrist, and other experts. If this problem has been solved, then remedial teaching can be done.

At the end of the remedial activity, a re-evaluation of the achievement of the remedial program should be carried out. Can the remedial program improve student learning outcomes? The main objective of this evaluation is to meet the minimum expected success rate criteria, for example 75% or 80% (depending on the policy of each school). If it still doesn't work, the next diagnosis, prognosis, and remedial teaching should be done again. The same cycle will continue until the minimum passing criteria have been met.

The real condition at SMAN 1 Pagaden in the implementation of remedial/enrichment is not yet fully effective, still using the effective hours of KBM. So that a follow-up plan is made in the form of making a mature remedial and enrichment program. Furthermore, the development of the content standards analysis above will be described in a SWOT analysis to strengthen the content standards program.

Table 3. SWOT Analysis Against Content Standards

Aspect	Strength	Weakness	Opportunity	Threat
Document Curriculum	Have a curriculum document that has been approved by the Provincial Education Office in accordance with the guidelines for the preparation of the KTSP	The content of the new curriculum meets the minimum standards	Government support in the form of policies and funds in the field of education in the form of School Operational Assistance (BOS) and West Java Regional Government Operational Assistance (BOPD)	During the preparation of the KTSP, not all school components came and provided solutions even though they had received an invitatio

Aspect	Strength	Weakness	Opportunity	Threat
Syllabus Preparation/D evelopment	The preparation of the syllabus and learning tools is carried out through activities held specifically to involve all teachers.	Not all teachers are skilled in developing syllabus, remedial, and enrichment	The potential and experience of teachers in the field of study are on average more than 10 years. There is an education consultant	Maximizing the syllabus development program and compiling remedial and enrichment programs for all teachers under the guidance of consultants
Syllabus Preparation/D evelopment	The preparation of the syllabus and learning tools is carried out through activities held specifically to involve all teachers	Not all teachers are skilled in developing the syllabus	The potential and experience of teachers in the field of study are on average more than 10 years. There is an education consultant	Maximizing the syllabus development program for all teachers under the guidance of a consultant
Supervision	Implement a supervisory program which includes monitoring, supervision, evaluation, reporting and follow-up on the results of supervision	There are still a small number of teaching personnel who lack a deep understanding of supervisory functions	Guidance from the principal is always carried out based on input from all elements of the school	Every innovation effort often does not run smoothly, but instead will face resistance, especially from those who like establishment
Evaluation	Implement an evaluation program in accordance with the provisions	There needs to be a strategy for implementing the KTSP evaluation and development program	Guidance from the principal is always carried out based on suggestions from all elements of the school	Every innovation effort often does not run smoothly, but instead will face resistance, especially from those who like establishment

Source: Observation Data

With government support in the form of policies and funds in the field of education in the form of School Operational Assistance and Operational Assistance for the West Java Regional Government, these funds can be realized to develop a remedial and inquiry

program. These funds can be used to buy learning media so that students who initially cannot understand abstract material but are delivered using the lecture method. The presence of learning media is expected to provide an illustration of material that can be understood by students so that the achievement of the Minimum Completeness Criteria can be increased through this remedial program. As in Masyitah's research, (2019) regarding the use of School Operational Assistance funds, one of which is used for activities "Financing student activities: remedial programs, enrichment programs, sports, arts, youth scientific works, scouts, youth red cross and the like".

From the description above, it is hoped that the implementation of education at SMAN 1 Pagaden will avoid educational practices that place students incompletely. So that the presence of learning media can display abstract material that can be understood by students. It is hoped that by understanding the material well, student learning outcomes can be improved. As stated by Audie (2019) that "the use of media in learning can help educators provide subject matter to students interactively and can streamline learning time. In addition, the use of learning media can increase students' motivation to learn.

Remedial and enrichment programs are included in the main strategic policies, programs, targets, and strategies for implementing education development which are designed in the Strategic Plan of SMAN 1 Pagaden 2021-2025 prepared by taking into account the circumstances and challenges in the strategic environment so that the goals for the next four years are more realistic. and consistent with the principles of efficient, effective, accountable and democratic education management.

Furthermore, efforts to improve the 2020 Quality Reports on content standard indicators are through strengthening the supervision program. So far, the supervisory program which includes monitoring, supervision, evaluation, reporting and follow-up on the results of supervision is still in the low category so that efforts are needed to improve the function of the principal in supervision. Ideally, schools should supervise and evaluate the learning process regularly and continuously by the Principal and Supervisor.

However, in reality there are still a small number of teaching personnel who do not have a deep understanding of supervisory functions. So there must be guidance from the principal always based on input from all elements of the school. Based on research conducted by Istianah, I. (2019) states that "the impact of academic supervision on teacher professionalism and the quality of graduates is that teachers know and correct deficiencies and weaknesses in teaching and learning activities, teachers can improve in terms of learning methods, teaching and learning techniques, mastery class, discipline, better teaching quality, teachers after being supervised can be more confident in teaching".

Strengthening remedial, enrichment, and supervision programs can improve Quality Reports in 2021. Efforts are being made to strengthen remedial, enrichment, and supervision programs, namely by compiling work programs and strategic plans based on the results of the SWOT analysis of SMAN 1 Pagaden. The SWOT analysis studied can be seen from both internal and external challenges. The analysis carried out examines the strengths and weaknesses as well as opportunities and challenges which are grouped into 7 Situational Goals/Objectives with main themes that lead to efforts to fulfill the National Education Standards 8 that have been set.

D. Conclusion

Closing is written to direct the reader to important things that are not superficial and narrow. The conclusion consists of two parts, conclusions and suggestions. The conclusion

provides a summary of the description of the results and discussion in general, refers to the research objectives, and links the results of research in the field. Based on these three things, new ideas are developed which are the essence of the research findings.

Suggestions are compiled based on the research findings that have been discussed. Suggestions can refer to practical action, development of new theories, and follow-up research.

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The Impact of Learning Loss due to Family Income Factors on Students' Achievement during the COVID-19 Pandemic

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Abstract: The purpose of this study is to examine online learning during the pandemic period from the learner's economic standpoint. Seeing how far family income influences student learning achievement from the perspective of mastering English. The data is derived from English academic achievement and a questionnaire focusing on students' economic situations, and it is analyzed using the SPSS version 23 application. After being determined to be homogeneous and normally distributed, the data was collected and analyzed to test the hypothesis using R Square and ANOVA techniques. The results show that family economic factors influence Riau University students' English proficiency as much as 69.7 % in 2021 during the COVID-19 pandemic which may result in learning loss for the students.

Abstrak: Tujuan dari penelitian ini adalah untuk mengkaji pembelajaran online selama masa pandemi dari sudut pandang ekonomi pelajar. Melihat sejauh mana pendapatan keluarga mempengaruhi prestasi belajar siswa ditinjau dari penguasaan bahasa Inggris. Data berasal dari prestasi akademik bahasa Inggris dan kuesioner yang berfokus pada situasi ekonomi mahasiswa, dan dianalisis menggunakan aplikasi SPSS versi 23. Setelah ditentukan homogen dan berdistribusi normal, data dikumpulkan dan dianalisis untuk menguji hipotesis menggunakan teknik R Square dan ANOVA. Hasil penelitian menunjukkan bahwa faktor ekonomi keluarga mempengaruhi kemampuan bahasa Inggris mahasiswa Universitas Riau sebesar 69,7% pada tahun 2021 pada masa pandemi COVID-19 yang dapat mengakibatkan hilangnya kemampuan belajar mahasiswa.

A. Introduction

According to the most recent forecasts, Covid-19, the superstorm that wrecked the world economy last year, is expected to do so once more in 2021. In an article published on October 1, 2021, (Worldometers.info, 2021) stated that the daily number of positive Covid-19 tests had risen to more than 480 thousand, bringing the total number of people infected by the virus to 239 million, with more than 4 million deaths as a result of the infection.

Like many other developing countries, Indonesia is highly vulnerable to the Covid-19 outbreak, which has spread throughout the world (Barbier & Burgess, 2020). A huge economic impact is expected, with the possibility of triggering a global recession as a result of the situation. According to the "The World Economic Outlook" (IMF, 2021), the global economy was growing at a negative 3.5 % rate by 2020, which is worse than the rate of growth experienced during the global financial crisis of 2009 and the Asian monetary crisis of 1998 combined. Economic ramifications are also expected to be severe, according to predictions.

To halt the spread of the virus, countries worldwide implemented stringent measures such as complete or partial lockdowns, social distance rules, and curfews. To minimize the risk of people infecting one another with Covid-19, areas where humans contact frequently. Restriction of civic activities and enforced social separation — dubbed Pembatasan Sosial Berskala Besar (PSBB) in Indonesia — have wreaked havoc on the economy. Indonesia's unemployment rate surged to 6.26 percent in the first quarter of 2021, up from 4.94% a year earlier, owing to the economic slowdown brought about by the coronavirus outbreak. Unemployment increased by 1.82 million to 8.75 million. Meanwhile, employment decreased by 2.23 million to 131.06 million, with the highest declines in transportation and warehouse (-0.30 percent) and accommodation and food services (+1.20%) (0.34%). In the meantime, the labor force participation rate fell to 68.08% in the first quarter, down from 69.21% a year before (Statistik, 2020).



Figure 1. Unemployment rate

After winning the 2019 presidential election, President Joko 'Jokowi' Widodo firmly revealed his plan for 'Indonesia Emas 2045' (Golden Generation 2045), setting a goal for Indonesia to become one of the world's top five economies (Bappenas, 2019). However, the pandemic of COVID-19 has dramatically changed the country's growth trajectory — and possibly its long-term development route toward that aim. COVID-19 precipitated an ongoing economic crisis, resulting in job losses, decreased earnings, and an increase in the number of people living in poverty (Richard V. Reeves and Jonathan Rothwell, 2020). This preliminary evidence indicates that not only will the crisis have an immediate impact, with low-income workers suffering more than high-income workers, but that the current cohort

of students' learning loss will have a long-term negative effect on their earnings, which will be felt over the course of their lives.

Globally, educational institutions closed their doors in 2020 due to the COVID-19 epidemic. The pandemic has wreaked havoc on educational systems worldwide, affecting 94% of pupils in more than 190 countries on all continents (Fiscal policy Agency-Ministry of Finance, 2020). To continue delivering education, educational institutions needed to react swiftly and transition to online learning. Under these worldwide conditions, educational institutions were unable to continue operations. As a result, alternate learning methods were adopted, such as the utilization of online learning platforms available to the entire academic community. This approach of instruction, which incorporates electronic equipment and information technology, was novel to the Indonesian educational system.

According to prior research (Rapanta et al., 2020), it is difficult to differentiate between classroom-based and online education because both are considered "heterogeneous." There are, however, advantages and disadvantages to this subject (Mukhtar et al., 2020); online learning is viewed as a supplement to traditional learning and a means of increasing student satisfaction and cost-effectiveness (Sadeghi et al., 2014), but it does not appear to be a substitute for the classroom environment, as students struggle to acquire the same amount of knowledge as they would in a traditional environment (Zhang et al., 2007).

A well-structured and coordinated lesson plan, technological abilities, instructional materials, early preparation, and experience teaching online are all necessary components of a successful online course. Additionally, studies demonstrate that kids who are isolated experience a range of challenges, including a lack of desire and access to appropriate learning environments (Bao, 2020). If students are having difficulty, faculty staff can ascertain whether they require assistance by seeing and reacting to them and attempting to take control of the situation, which is not always achievable with online learning.

There is a direct correlation between a student's upbringing and future academic success. For the duration of the epidemic, researchers looked at the relationship between students' academic achievement and their family's income or poverty condition. Considering that the coronavirus pandemic and its effects are still being felt in Indonesia, it's critical to look at how economic and social changes are affecting schooling.

The study's purpose is to find out how much income and poverty affect university students' academic performance. This study will look at how income and unemployment have changed in Indonesia after establishing correlations between economic variables and academic performance. Accordingly, the study's original hypothesis was that wealth and educational attainment have high correlations, as did poverty and education.

As a result, the following research concerns will be addressed in this study: To begin, how substantial are the statistically significant disparities in academic achievement across pupils from various socioeconomic backgrounds? Second, is there a correlation between academic achievement and family wealth among students, and if so, what is the strength of the correlation? Finally, is there a correlation between poverty and academic performance among pupils, and if so, how strong is that correlation?

B. Method

The study employs a simple random sampling technique, with a sample size of 139 Riau University students. Students completed a questionnaire in the form of a google form that was distributed via the Whatsapp application in this study. Prior to distribution, the

questionnaire underwent validity and reliability tests to ascertain its accuracy and precision, which were then analysed using the SPSS version 23 application. The hypothesis test was conducted after the normality and homogeneity tests were passed. The following hypotheses are being considered: English academic achievement among students of different family incomes; The effect of the family income on student learning loss during the pandemic; and Learning loss affect the categories of academic achievement of the students during pandemic.

C. Result and Discussion

Normality and Homogeneity Test

The normality distribution test, as defined by Adam Kolkiewicz, Gregory Rice, n.d. (2021), is a test that determines whether or not the data has a normal distribution. There are several methods for determining the data's normality. They are classified into two types: graphical and statistical. The Kolmogorov-Smirnov Test is a popular statistical technique. The One-Sample Kolmogorov-Smirnov test with SPSS was used to determine the data's normality. The following is the analysis:

Table 1. One-Sample Kolmogorov-Smirnov Test

		X	Y
N		139	139
Normal Parameters ^b	Mean	11.4173	411.6115
	Std. Deviation	2.39534	45.50450
	Absolute	.113	.110
Most Extreme Differences	Positive	.111	.104
	Negative	-.113	-.110
Kolmogorov-Smirnov Z		1.327	1.296
Asymp. Sig. (2-tailed)		.059	.070

a. Test distribution is Normal.

b. Calculated from data.

According to the table 1, the Asymp. Value. Sig. (2-tailed) on both variables is greater than 0.05. It denotes that the data for both variables are normally distributed. Furthermore, it is frequently necessary to determine whether a set of data is homogeneous before applying any statistical technique to it. Data from a single population are used to generate homogeneous data (Gorbunova & Lemeshko, 2012). In other words, for the entire time period of the sample, all external processes that could potentially affect the data must remain constant. The researcher used SPSS's Homogeneity of Variances function to determine the data's homogeneity, as shown below.

Table 2. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.696	1	137	.195

Table 2 indicates that the variance of the group is identical (P -value = 0.195), indicating that the data from this study are homogeneous, as the significance level (P -value) is greater than 0.05.

English academic achievement among students of different family incomes

The coefficient of determination (R Square), also known as R^2 , is defined as the independent variable's (X) contribution to the dependent variable's (Y) (AKOSSOU, 2013). In other words, the R^2 value can be used to predict and determine the extent to which family economic factors influence the English proficiency of Riau University students in 2021 during the COVID-19 pandemic.

Table 3. Model Summary, The Extent of Family Economic Factors Influence the Students' English Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 a	.697	.694	28.97676

a. Predictors: (Constant), X

The R Square value obtained is 0.697, as shown in Table 3. Based on this value, it can be concluded that the X variable has a 69.7 percent effect on the Y variable. This figure indicates that the variable family economic factor has a 69.7 percent effect on the variable learning loss of students. The remainder (100 percent - 69.7 percent = 30.3 percent) is influenced by variables outside of this regression equation or variables that are not investigated.

The effect of the family income on student learning loss during the pandemic

To determine the significance of the effect of family income on student learning loss during the pandemic, the ANOVA test was used. Because it requires a normal distribution on the dependent variable per treatment or a normal distribution on the residuals, ANOVA is one of several types of parametric tests. This normality requirement assumes that the sample was drawn at random and can represent the entire population, allowing the research findings to be generalized (Hahn, 2017).

Table 4. The ANOVA Test on the Effect of Family Income on Students' Learning Loss during Pandemic

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	115689.917	1	115689.917	93.199	.000
Within Groups	170061.105	137	1241.322		
Total	285751.022	138			

The P-value was calculated to be 0.000 at the 0.05 level of significance based on table 4 as a result, family income has a significant impact on student English academic achievement during pandemics.

Learning loss affect the categories of academic achievement of the students during pandemic

During the pandemic, descriptive analysis is used to determine how learning loss divides students' academic achievement levels. Descriptive analysis is a type of research data analysis that is used to test the generalizability of research findings based on a single sample. The activity of collecting, grouping, processing, analyzing, and presenting research data in a research sample group includes testing standard deviation, variance, data range, lowest value, highest value, total data, and research data average (Holcomb, 2016).

Table 5. Descriptive Analysis on How Learning Loss Affect the Typical Academic Achievement of Students during Pandemic

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Low Impact	58	439.8451	36.33953	4.31271	431.2436	448.4465
High Impact	81	382.1324	34.03725	4.12762	373.8936	390.3711
Total	139	411.6115	45.50450	3.85964	403.9798	419.2432

According to the table 5, 58.3% (81) of students have a low TOEFL score, with an average score of 382.13, as a result of their high exposure to learning loss. Meanwhile, with an average TOEFL score of 439.84, 41.7% (58) of the remaining students were classified as having low exposure to learning loss. Unfortunately, neither of these groups achieved the minimum TOEFL passing score of 450 required by the University of Riau.

Participants' educational and personal experiences were exposed as a result of the COVID-19 crisis, according to the findings of this study, which indicated a variety of consequences for them. Given the fact that little research has been done to investigate the 'lived' experiences of college students during this pandemic, and that online learning may not be a one-time occurrence due to the lack of an active treatment, this study may provide some new insights and implications to consider as we move forward with our research.

In order to address the challenge domain in this study, students were asked to respond to Likert scale and an open-ended question (mention any challenges and difficulties you faced during online education). The lack of face-to-face interaction was found to be the most significant source of learning loss for the students. As a result, the lecturer's instructions to the students were widely misunderstood. According to the Education Trust (2020) poll, even when lecturers made themselves and their instructional materials available online, many students lacked the ability to access online materials from home. Nearly half

of low-income families and 42% of average families did not have enough ICT devices at home (Lake, R., Dusseault, 2020). As Mukhtar points out, students' limited access to electronics and the internet is frequently emphasized in studies on online learning in developing nations, which is understandable given their circumstances (Mukhtar et al., 2020).

In addition, they faced difficulties due to insecurity and frequent power outages in their community, as well as their inability to afford internet service fees. They understood that having reliable energy in their village would make e-learning more accessible, allowing lecturers to continue their academic work and even conduct alternate classes to traditional classroom instruction. It is their belief that in the post-covid-19 period, in which uncertainties abound, the positive transformation will happen as a result of this. During online learning, low-income households faced severe technological challenges, including a lack of access to gadgets and a lack of consistent internet connectivity (Reich et al., 2020). Along with ability, online learning must consider students' financial circumstances, as well as the facilities and infrastructure that support online learning (Rusli et al., 2020).

Furthermore, even though the learning environment is virtual, the importance of physical space cannot be disregarded. A peaceful study environment with the same amenities as a classroom or library was a luxury that not everyone could make use of, and it was not available to everyone. According to the results of our poll, students who are taking online classes usually struggle to cope with their immediate environment.

Additional data corroborate the findings of this inquiry. According to Syauqi et al., (2020), students' perceptions on online learning varied. Only a minority of teachers believed that online learning enhanced student performance, and among other issues, learning resources were difficult to access. This finding is consistent with the study's findings, which indicate that lecturer-student relationships are not always optimal. On the other hand, students are not inherently opposed to the use of online education. When online learning is integrated and planned appropriately, the results are often favorable. According to the findings of a recent study, students respond positively to a variety of online learning platforms (Cakrawati, 2017); (Santi Maudiarti, 2018).

D. Conclusion

These preliminary projections reaffirm the fears of many educational leaders: lengthy absences from offline classes will almost surely have a detrimental effect on student success. This condition deteriorated further following the pandemic's economic impact.

Similarly, family economic, social, and cultural capital influences the adoption of everyday informal learning techniques that are more or less consistent with school reasoning, which rapidly amplifies disparities in learning chances and familiarity with what constitutes legitimate information. University lockout has not had the same effect on all children, and significant material and human resources will be required to guarantee that the most vulnerable children catch up. To restore students' socio-emotional and cognitive abilities, an educational emergency plan with social and educational objectives will be required. Individual and collective consequences of inaction are simply too great, unjust, and uneven. States and countries bear responsibilities for ensuring the right to education in these trying times.

This study, we believe, is part of a growing corpus of significant work that builds on past research to enable school leaders, policymakers, and academics to make critical evidence-based decisions following the implementation of COVID-19.

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Implication of Academic Service on Student Performance

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Abstract: This study aims to reveal: 1) student performance in the management education study program; 2) academic services carried out by the higher education management master's program at the University of North Sumatra; 3) whether there is an effect of educational services on student performance in the master's degree program in higher education management. The method used in this study is a survey method, namely by distributing questionnaires to respondents and describing respondents' answers qualitatively. Research Results: 1) Student performance of the UMSU Higher Education Management Masters Program, accustomed to being on time, taking notes from lecturers' explanations, actively preparing lecture materials, actively asking and answering questions, accustomed to making lecture summaries, filling out attendance lists, searching and reviewing source books, study groups, and participate in activities organized by the Study Program. 2) Administrative services have been carried out in an orderly and fair manner for 11 types of services, namely lecture scheduling, lecture preparation, lecture implementation, class determination, student grouping, lecture evaluation, thesis writing supervisor assignments, guidance process, implementation proposal seminars, thesis examination implementation, and student study completion process. All these services have been carried out satisfactorily and adequately. 3) There is a direct positive effect of administrative services on student performance in the higher education management study program. The results have significance for higher education. These findings can make academic service implications for student performance.

Abstrak: Penelitian ini bertujuan untuk mengungkap: 1) kinerja mahasiswa pada program studi pendidikan manajemen; 2) pelayanan akademik yang dilaksanakan oleh program studi magister manajemen pendidikan tinggi Universitas Sumatera Utara; 3) apakah ada pengaruh pelayanan pendidikan terhadap kinerja mahasiswa pada program studi magister manajemen pendidikan tinggi. Metode yang digunakan dalam penelitian ini adalah metode survei, yaitu dengan menyebarkan kuesioner kepada responden dan mendeskripsikan jawaban responden secara kualitatif. Hasil Penelitian: 1) Kinerja mahasiswa Program Studi Magister Manajemen Pendidikan Tinggi UMSU, terbiasa hadir tepat waktu, mencatat penjelasan dosen, aktif menyiapkan materi perkuliahan, aktif bertanya dan menjawab pertanyaan, terbiasa membuat ringkasan kuliah, mengisi daftar hadir, mencari dan mereview buku sumber, belajar kelompok, dan mengikuti kegiatan yang diselenggarakan oleh Program Studi. 2) Pelayanan administrasi telah dilakukan secara tertib dan adil untuk 11 jenis pelayanan yaitu penjadwalan perkuliahan, persiapan perkuliahan, pelaksanaan perkuliahan, penentuan kelas, pengelompokan mahasiswa, evaluasi perkuliahan, tugas pembimbing penulisan skripsi, proses bimbingan, seminar proposal pelaksanaan, pelaksanaan ujian tesis, dan proses penyelesaian studi mahasiswa. Semua pelayanan tersebut telah dilaksanakan dengan memuaskan dan memadai. 3) Terdapat pengaruh langsung positif pelayanan administrasi terhadap kinerja mahasiswa pada program studi manajemen pendidikan tinggi. Hasilnya memiliki arti penting bagi pendidikan tinggi. Temuan ini dapat membuat implikasi layanan akademik untuk kinerja siswa.

A. Introduction

Universitas Muhamadiyah Sumatera Utara (UMSU) is determined to provide excellent service to its customers. This service implements academic activities and administrative activities of high quality, fast, and following customer demands or needs (Sumarni, 2018). This excellent service's estuary is customer satisfaction for users of Education services (Amin, 2019), including student satisfaction, lecturers, employees, graduate users, and users of research and community service results. To expected excellent service, improvements need to be made, especially those related to academic issues.

Early observations were made that academic services at UMSU have not seen the service process for all the needs of students, lecturers, and graduate users. Of course, excellent service is needed in the management of higher education

There are two terms of customers in the education delivery system: internal customers and external customers (Sarifudin & Maya, 2019). Internal customers are education managers who have the primary task and function of providing services to external customers, namely students and fellow partners. efficiency and effectiveness of achieving the quality of services provided is an indicator of human resource performance (Tanjung & Adawiyah, 2018). For students, the resulting performance is manifested in academic competence (Adiputra & Mujiyati, 2017) and behaviour change (Ahmad et al., 2018) which are ready to face the needs of an increasingly dynamic work world. Changes in students' behaviour when they become graduates can be implemented in the form of work activities in their respective institutions. These behaviours get a positive or negative response from the graduates where the graduates work. Whereas for managers, work behaviour reflects their performance (Suwanto, 2020), which provides services that are per the students' standards and expected.

To realize and maintain students' performance as an external customer component, an organization/institution must do four things: identify the characteristics of its customers, understand their expectations of quality, understand service quality planning, and understand the evaluation system for customer satisfaction (Indrajaya, 2018). Schnaars (1991) argues that customer satisfaction is a long-term strategy that requires commitment, both from funds and human resources (Akbar, 2020).

Academic service in this study identifies with the service concept described by Brady and Cronin (2001) as a model consisting of three components: interaction, physical environment, and results (Bagasworo, 2019). Furthermore, Rust & Oliver (1994) explain that this model's conceptualization is based on the service product model's three components, service delivery and service environment (Khader & Madhavi, 2017). Service products are specifications of services offered to customers. The service environment is the setting and facilities needed to deliver services to customers, which will affect the beliefs, attitudes and performance of employees/employees and customers. This environment consists of the internal environment and the external environment. Meanwhile, service delivery provides services in delivering services and expectations of employees and customers' roles employees and customers' roles.

Furthermore, Gronroos (2000) explains that interaction dimensions include employees/service employees' attitudes, behaviour, and skills. The physical environment dimension consists of conditions (non-visual, temperature, smell, music), facility design, and social factors. The facility design includes layout and environmental conditions, practical and aesthetic design. Meanwhile, social factors include the number and behaviour of people in service settings. The yield dimension is the waiting time for service delivery.

The measured waiting time is the customer's perception of the length of time waiting for service delivery. Tangible evidence reflects relevant physical facilities in services, and valence refers to attributes that affect customer confidence that service results are good or bad (Elvita & Suhaeni, 2017) (Satriyono & Kristanti, 2018).

Customers will perceive service quality based on performance evaluations at various levels and combine them to determine the overall service quality perception (Nazirah & Utami, 2017). According to Tjiptono (2014), external customers in modern concepts buy and use company products. In comparison, internal customers are those in one organization and who use the services of other work units (Armansyah & Jailani, 2020). Kotler (1994) explains that customer satisfaction is the level of a person's feelings after comparing their performance to his expectations (Prasilowati et al., 2021). Several methods in measuring customer satisfaction, described by Kotler and Keller (2009), are customer satisfaction surveys (Mulyapradana et al., 2020). Customer satisfaction survey methods can be done, among others, by asking respondents about how much they expect a specific attribute and how much they feel.

Customer satisfaction is one of the main goals of managing an institution / non-profit organization such as an educational institution (Nasution, 2019). Therefore, the implementation of management functions in educational institutions needs to improve the quality of educational services expected by its customers. In the field of education, quality services cannot be static. Customer perceptions will continue to evolve along with the continuity of the interrelationships between human resources as service providers and customers as stakeholders who need services, including users. Thus, interaction is a process of "moments of truth" in quality-oriented education management, and the perception of quality or quality will develop dynamically (Habibi, 2020). For this purpose, educational institutions that provide services need to provide human resources that can sustainably make changes and carry out organizational learning (learning process). The ability to make continuous changes in various aspects of corporate life and organizational learning can improve Human Resources' performance in the organization (Syafii & Ulinnuha, 2018) (Hendrawan et al., 2020).

Robbins (Robbins & Judge, 2017) explains that performance is an employee's work behaviour that exceeds expectations, helping others in a team, volunteering for extra work, avoiding conflicts, following rules and regulations. In detail, Colquitt explains that performance is employee behaviour that contributes either positively or negatively to organizational goals (Rosyati et al., 2020). August W. Smith explained that performance results from a process carried out by humans (Meyliana et al., 2018). In this sense, performance leads to more process activities, although in this case, Smith has combined two meanings between process and work results. Thus, a version is a work achieved by a person under their authority and responsibility to achieve organizational goals.

Ivancevich (2003: 33) explains five factors in measuring a person's performance, namely personal attitudes of workers, implementation strategies, planning, organization, opportunities provided and increased skills. Kenneth N. Wexley and Scoth A. Snel in Dale A. Timpe (1993) describe the performance as the culmination of three interrelated elements: skills, level of effort, and external circumstances (Djaenudin, 2018). Robbins revealed several jobs related to group performance to foster and improve performance, starting with knowledge of an organization's most extensive and strategic factors. Selection structures and reward systems and giving rewards to members of the organizational group who achieve achievements.

Robbins suggests three popular tools in performance evaluation are: (1) individual task results, (2) behaviour (action), and (3) traits. Payaman J. Simanjuntak (2005) explained that performance improvement is part of performance management activities (Najib, 2019). I clarified that all activities are a continuous process in performance management in a cycle consisting of planning, coaching, and evaluation. Meanwhile, Payaman J. Simanjuntak (Simanjuntak, 2011) explains that the leadership's performance coaching is intended to improve each individual, group, or work unit's performance.

In carrying out performance improvements, there must be clear performance standards. Standards that measure the achievement of the expected level of performance and are stated in a quantitative statement. One performance standard-setting can refer to existing laws and regulations, expert opinion, management decision, or similar work experience. The requirements for performance standards consist of: can be achieved according to existing conditions, easy to understand and apply, measurable and can be spread over a long period, can be accounted for, under applicable regulations, and can be used as a comparison by the parties concerned. By conducting observations, surveys, and interviews, collecting performance data aims to obtain progress information from each performance indicator, including effectiveness, efficiency, timeliness, accountability, and program implementation's integrity formulated in strategic planning.

According to Vincent (2006: 212), performance measurement in a performance management system is a tool for assessing the success and failure of implementing organizational strategies in achieving its goals and objectives. Performance measurement needs to be articulated with the organization's vision/mission, corporate goals and objectives. Performance measurement itself is based on determining performance indicators and the results to be achieved. The main factors in performance measurement consist of planning the objectives, targets and strategies for their achievement, developing a measurable measurement system, using information and formally reporting results. Performance measurement can be done by comparing planned performance with performance results, comparing existing performance with previous performance results, comparing one agency's interpretation with another, and comparing performance based on existing standards. There are several steps in developing a performance measurement method: preparing an annual work plan, establishing a vision, mission, objectives, objectives and delivery strategy, and determining activity performance indicators based on input, process, output, process, outcome, benefit impact indicators.

Dale (2002: 13) states that effective performance measures consist of quantitative measures, balanced, quickly understood and monitored and published. Performance evaluation focuses on evaluating inputs, processes, outputs, results, and impacts. The advantages of assessing performance are improvements in planning and strategy, policy and decision making, improvements in inputs, processes and outputs, and improvements in procedures/systems. Evaluation of the performance of activities and targets is carried out using an input, process and output analysis approach. Program evaluation is carried out to find answers to outcomes with program logic analysis, evaluation design, evaluation design preparation, and data collection and analysis strategies. Meanwhile, policy evaluation is carried out until the impact occurs; the stages of problem identification, problem formulation, alternative formulation, criteria preparation, alternative selection, policy recommendation preparation, and policy implementation plan.

In previous research, Davies & Thomas (2002) said that professional and identity is very important for academic service. Meanwhile, Felder, e.al (2013) said that the types of

differences in various measures of academic performance and attitudes as progress in academic services.

The key to success in performance measurement requires leaders who have a Sense of Urgency, namely leaders who are committed, desire high-performance organizations, align organizational strategy with organizational goals and activities, improve corporate quality, and align with administrative, strategic direction. Conceptually in developing performance, the organization must be oriented towards quality management and a framework that must apply

B. Method

They carried out this research at the Higher Education Management Masters Study Program, Universitas Muhammadiyah Sumatera Utara, from April to September 2021. In this study, the research subjects were students of the Higher Education Management Masters Study Program who were still active and sat at least in the 2021 academic year. the research subject has received adequate educational services from the Master of Higher Education Management Study Program, Universitas Muhammadiyah Sumatera Utara, and can state objective conditions regarding research variables.

The research method used is the survey method, which describes the opinion of the respondents obtained from the distribution of the instrument. In this study, the unit of analysis is an active student of the Higher Education Management Masters Study Program. The sample frame is estimated at 150 people. While the number of samples taken based on purposive sampling technique and used as many as 75 students.

Data collection was carried out by distributing questionnaires asking students' opinions on academic services carried out by the Master of Higher Education Management Study Program, Universitas Muhammadiyah Sumatera Utara. Respondents were directed to provide a checklist on the alternative answer choices (options) following the statement issued.

Data analysis was carried out qualitatively and the meaning of each research finding was carried out qualitatively. The stages of interpretation of research results are carried out through the following steps: (1) Data collection, through filling out the questionnaire/questionnaire that has been provided and analyzing documents to track alumni whereabouts, (2) Data reduction, by summarizing and analyzing the data obtained from the results of the distribution. questionnaire/questionnaire (3) Data Verification, namely interpreting the data and determining the meaning of the analysis results obtained.

C. Result and Discussion

Result

The samples in this study were grouped based on gender and study period. The total sample size is 75 students with the following distribution: on gender, it is known that the male sample is 25 or 33% and 50 or 67% female. Based on the study period, it is known that the model with a study period of fewer than seven semesters is five people or 6.7%, and a study period of 7 semesters and above is 70 people or 93%. Information is obtained from the data collection results to explain academic services and their implications for student performance.

Academic Services For The Master Of Management Study Program In Higher Education, Universitas Muhammadiyah Sumatera Utara

Eleven academic services that are the object of study in this research, namely 1. Class scheduling services, 2. Class preparation services, 3. Lecture implementation services, 4. Class management services, 5. Student grouping services, 6. Class evaluation services, 7. Services final assignment writing supervisor, 8. final assignment writing guidance service, 9. proposal seminar service, 10. final assignment examination service and 11. student study completion service.

From the data collection, information was obtained that the eleven academic services mentioned above were realized by the UMSU Higher Education Management Study Program, which was obtained from the opinions of UMSU students. Lecture scheduling services carried out by the Master of Education Management Study Program are as follows: 75 or 100% of respondents stated that the scheduling was arranged by taking into account the suitability between classes, 71 or 95% of respondents stated that the lecture schedule was determined by taking into account the suitability of the lecturers' abilities with the courses being studied. he/she has, 75 or 100% of the respondents stated that they arranged the lecture schedule by paying attention to the condition of the lecture hall, and 65 or 87% of the respondents stated that they had carried out the lecture schedule consistently.

Lecture preparation services carried out by the Master of Higher Education Management Study Program are as follows: 74 or 99% of respondents stated that lecture preparation was carried out by making a lecture contract or syllabus by the lecturer. 70 or 93% of respondents stated that lecture preparation was carried out by completing textbooks that were easily obtained by students, and 62 or 83% of respondents stated that lecture preparation was carried out by completing the learning facilities needed in lectures. The service implementation of lectures carried out by the Master of Higher Education Management Study Program is as follows: 73 or 97% of respondents stated that the implementation of lectures followed a predetermined lecture schedule, 62 or 83% of respondents stated that lecture performance was equipped with adequate facilities. facilities and infrastructure, 67 or 89% of respondents said the class was fun, 68 or 91% of respondents said that lecture performance gave students the freedom to be creative, and 73 or 97% of respondents stated that class performance was sufficient for the meeting.

Classroom management services carried out by the Master of Higher Education Management Study Program are as follows: 74 or 99% of respondents stated that the arrangement of lecture rooms was carried out permanently for one semester, 65 or 87% of respondents stated that the arrangement of lecture rooms took into account the level of health. of the lecturers, 69 or 92% of respondents stated that the performance of the lecture hall took into account the age of the lecturer, and 75 or 100% of the respondents stated that the arrangement of the lecture hall did not consider the age and health of students. Student grouping services carried out by the Master of Higher Education Management Study Program are as follows: 65 or 87% of respondents stated that they had adjusted student grouping to student needs, 67 or 89% of respondents stated that they completely left the student group to the student concerned, 70 or 93% respondents stated that student grouping was not regulated by course lecturers, and 61 or 81% of respondents stated that student grouping took into account the readiness of the classrooms used.

Lecture evaluation services carried out by the Master of Higher Education Management Study Program are as follows: 58 or 77% of respondents stated that the evaluation of courses was carried out objectively according to the ability of students, 59 or 79% of respondents stated that the evaluation of lectures was carried out by considering various aspects of student knowledge, 64 or 85% of respondents stated that the evaluation of lectures took into account student attendance, and 68 or 91% of respondents stated that the evaluation of lectures was carried out consistently with what was in the course contract. The service for determining the final assignment writing supervisor carried out by the Master of Higher Education Management Study Program is as follows: 75 or 100% of respondents stated that the Head of the Study Program appointed a dissertation writing supervisor. 62 or 83% of respondents stated that the appointment of a thesis supervisor was based on the substance of the student's thesis study.

The final assignment writing guidance services carried out by the Master of Higher Education Management Study Program are as follows: 56 or 75% of respondents stated that in the process of writing final project guidance, supervisors were easy to find, 59 or 79% of respondents said that in the process of writing final assignment guidance, supervisors corrected student writing, 57 or 76% of respondents stated that the guidance process was carried out on a scheduled basis, 70 or 93% of respondents stated that the guidance process was not carried out in a specific guidance room, 65 or 87% of respondents stated that in the mentoring process, the supervisor's explanation was easy to understand by students. Services for the implementation of the final project proposal seminar carried out by the Master of Higher Education Management Study Program are as follows: 63 or 84% of respondents stated that the final project proposal seminar was carried out solemnly, 65 or 87% of respondents stated that the workshop was attended by all examiners, 73 or 97% of respondents stated that the workshop was carried out in a certain courtroom, 73 or 97% of respondents stated that the performance of the seminar was to improve student final project proposals, and 71 or 95% of respondents stated that in the seminar version of the final project proposal, the length of time for processing was in accordance with the specified.

The thesis examination implementation services carried out by the Master of Higher Education Management Study Program are as follows: 73 or 97% of respondents stated that the thesis examination was carried out solemnly, 71 or 95% of respondents noted that all examiners appointed to attend the thesis examination, 75 or 100% of respondents stated that the thesis examination was conducted in a certain courtroom, 73 or 97% of respondents stated that the length of time the research followed the provisions, and 72 or 96% of the respondents stated that the questions posed by the examiner were relevant to the substance of the thesis research. The study completion services provided by the Master of Higher Education Management Study Program are as follows: 72 or 96% of respondents stated that the completion of the study was not complicated, 69 or 92% of respondents stated that the completion of the study could be completed in a short time. time, 75 or 100% of respondents stated that the study completion process was free of charge, and 73 or 97% of respondents stated that the study completion process did not require long queues.

Student Achievement of the Master of Management Study Program at the Universitas Muhammadiyah Sumatera Utara

There are 22 aspects of student performance that are the object of research, namely: 1. Accuracy of attendance, 2. Accuracy of assignments, 3. Activities to record lecturer explanations, 4. Preparation of lecture materials, 5. Activities to answer lecturers' questions, 6. Activities to ask lecturers, 7 Studying the nature of the lecturer's duties, 8. Making lecture notes, 9. Filling out lecture attendance lists, 10. Finding lecture resource books, 11. Studying lecture resource books, 12. Involvement in activities organized by study programs, 13. Group study activities , 14. Discussions in dealing with lecture problems, 15. Regret for not attending lectures, 16. Student activities when lecturers are unable to attend, 17. Student obedience to class rules, 18. Confirmation of absence from lectures, 19. Assessment of lecturers' corrections, 20. Activities to help friends who have difficulty mastering lecture material, 21. Activities to provide additional explanations in discussions, d. 22. Activities to listen to explanations of do pennies carefully.

Data collection. Information obtained that the performance of the UMSU Higher Education Management Masters Study Program students is as follows: (1) Accuracy according to respondents 70 or 93% stated that they were always present on time, 3 or 5% of respondents stated that they were often present on time, 2 or 2% rarely appeared on time. time. None of the respondents said sometimes and never came on time. (2) Accuracy of work according to respondents that 69 or 92% of respondents stated that they always did their assignments on time, 4 or 5% of respondents said they often did their assignments on time, 2 or 3% of respondents said they rarely did on time. None of the respondents said that they sometimes or never do their assignments on time.

The activity of recording lecturer explanations was found 66 or 88% of respondents stated that they always noted the lecturer's reasons, 6 or 8% of respondents stated that they often noted lecturer's explanations, 3 or 4% of respondents stated that they rarely recorded lecturer's explanations. None of the respondents sometimes said or never recorded the lecturer's explanation. In the preparation of lecture materials, the results were 52 or 69% of respondents stated that they always prepared lecture materials, 20 or 27% of respondents said they often prepared lecture materials, 3 or 4% of respondents said they rarely prepared lecture materials. There are no respondents who sometimes say and never prepare lecture materials. The activity of answering lecturer's questions was obtained by 41 or 55% of respondents stating that they always answered lecturer's questions, 33 or 44% said they often answered lecturer's questions, 1 or 1% of respondents stated that they rarely answered lecturer's questions.

Questioning activity was found. There were respondents who said they always asked the lecturers, 49 or 65% said they often asked the lecturers, 2 in the study program or 3% of the respondents said they rarely asked the lecturers. In the study of the nature of assignments given by lecturers, 17 or 23% of respondents said they often studied the nature of projects given by lecturers, 50 or 67% of respondents said they rarely studied the essence of assignments given by lecturers. lecturers, 8 or 11% of respondents stated that sometimes they came on time. The making of lecture summaries was obtained by 20 or 27% of respondents who stated that they always made lecture summaries, 54 or 72% of respondents stated that they often made lecture summaries, 1 or 1% of respondents stated that they rarely made lecture summaries. None of the respondents said that they sometimes and never made lecture summaries.

For filling out the attendance list, 75 or 100% of respondents stated that they always filled out the attendance list; none of the respondents stated that they often, rarely, sometimes, and never attended the attendance list. In searching for lecture materials, 27 or 36% of respondents stated that they always look for books as sources of lecture materials, 43 or 57% of respondents stated that they often look for books as sources of lecture materials, 5 or 7% of respondents stated that they rarely look for textbooks for sources of lecture materials. None of the respondents said that they sometimes and never looked for textbooks for lecture materials. As a result, 31 or 41% of respondents stated that they always reviewed source books for lecture material, 37 or 49% of respondents stated that they often studied book sources for lecture material, 7 or 9% of respondents stated that they rarely studied books. source of lecture materials.

Involvement in activities organized by the study program. 29 or 39% of respondents stated that they always participated in activities organized by study programs, 40 or 53% of respondents stated that they often participated in activities organized by study programs, 6 or 8% of respondents stated that they rarely participated in activities organized by study programs. There were no respondents who stated that they sometimes and never participated in study program activities. Group learning activities: 12 or 16% of respondents stated that they always prioritized group learning, 27 or 36% of respondents stated that they often prioritized group learning, 30 or 40% of respondents stated that they rarely prioritized group learning, 6 or 8% of respondents stated that sometimes they prioritized group learning, None of the respondents said that they never prioritized group learning. Discussing solving problems in lectures: 67 or 89% of respondents said they always discussed solving problems in lectures, 6 or 8% of respondents said they often discussed solving problems in lectures, 2 or 3% of respondents said they rarely discussed solving problems in lectures.

Regret not attending lectures: 25 or 33% of respondents stated that they always regret not attending lectures, 31 or 41% of respondents said they often regret not attending lectures, 10 or 13% of respondents stated that they rarely regret not attending lectures, 9 or 12% of respondents stated that they sometimes regret not attending college. Student activities when the lecturer is unable to attend class. 28 or 37% of respondents stated that they always study independently when the lecturer was unable to attend, 37 or 49% of respondents stated that they often saw themselves when the lecturer was unable to attend, 7 or 9% of respondents stated that they rarely studied independently when the lecturer was unable to attend.

Compliance with the provisions that apply in lectures: 75 or 100% of respondents stated that they always obey the clauses that apply in class; none of the respondents said often, rarely, sometimes, and never followed the relevant provisions in lectures. Confirmation of absenteeism from lectures: 33 or 44% of respondents stated that they always confirmed absenteeism from college, 36 or 48% of respondents said that they often confirmed absenteeism from college, 6 or 8% of respondents stated that they rarely confirmed absence from college, none of respondents stated that they were occasionally and never confirmed absences. from college.

Lecturer correction assessment: 31 or 41% of respondents stated that they always checked lecturer's corrections, 42 or 56% of respondents stated that they often assessed lecturer revisions, 1 or 1% of respondents stated that they rarely estimated lecturer corrections, 1 or 1% of respondents stated that they sometimes did In the study of lecturer corrections, none of the respondents stated that they had never reviewed lecturer

revisions. Efforts to help friends who have difficulty understanding the subject matter: 28 or 37% of respondents said they always help friends who have difficulty understanding the subject matter, 40 or 53% of respondents said they often help friends who have difficulty understanding the subject matter, 5 or 7% of respondents said they rarely help friends who have difficulty understand the subject matter, 2 or 3% of respondents stated that sometimes they help friends who have difficulty understanding the subject matter, no respondents say they have never helped friends who have difficulty understanding the subject matter. Activities to provide additional explanations during discussions: 7 or 9% of respondents stated that they always gave other answers when discussing, 50 or 67% of respondents stated that they often gave additional explanations during discussions, 11 or 15% of respondents said they rarely offered different resolutions when speaking, 6 or 8 % of respondents stated that they sometimes provide additional explanation.

Discussion

Based on the results of the data description, information was obtained that academic services and student performance of the Master of Management Study Program in Higher Education, UMSU can be explained as follows:

Academic Service

Based on the information described above, it can be explained that the 11 academic services in the Master of Higher Education Management Study Program, UMSU are as follows: Lecture schedules are generally arranged according to the nature of the class, taking into account the suitability of the lecturers, with the subjects they teach, with considering class conditions, and carried out consistently according to schedule. Only a small part of the lecture schedule that does not follow the things above.

The arrangement of lectures by the Master of Higher Education Management Study Program has been carried out correctly. Lectures are generally carried out through lecturers who provide syllabus / lecture contracts, equipped with easily available learning resources and adequate learning tools. Only a small part of the preparation for lectures is not done properly. The implementation of lectures for the UMSU Master of Education Management Study Program in general has followed a predetermined schedule, equipped with adequate lecture facilities, carried out in a pleasant atmosphere, and a sufficient number of meetings. In the implementation of lectures, lecturers free students to be creative. Only a small part of the class's performance is not what it should be.

The arrangement of the lecture halls carried out by the Master of Education Management Study Program has generally been well served. The lecture hall does not change for one semester and is arranged taking into account the health condition and age of the lecturer. The grouping of students carried out by the Master of Higher Education Management Study Program has been carried out well, namely the grouping of students according to their wishes, according to their needs, not regulated by the lecturer who is the subject and carried out with class readiness. The evaluation of lectures in the Master of Higher Education Management Study Program has been carried out well; that is, course evaluations are generally carried out objectively, taking into account various aspects of student abilities, and are consistent with those in the course contract. However, there are still lecture evaluations that are not objective, do not consider various aspects of student

abilities, do not consider student attendance in the assessment process, and are carried out in changes.

The determination of the thesis writing supervisor carried out by the Master of Higher Education Management Study Program is that the conclusion of the thesis writing supervisor is carried out on the wishes of the student and is determined by the head of the study program with the substance of the study. it is in accordance with the supervisor's ability. A small number of supervisors are appointed only by the Head of the Study Program and not based on the substance of the student's thesis study.

The implementation of thesis writing guidance carried out by the Master of Higher Education Management Study Program, namely thesis guidance is carried out using a supervisor who is easily found. Mentors correct students' writing, mentoring is done unscheduled, and mentoring is not carried out in certain rooms. A small number of thesis writing supervisors are hard to find

Student writing is not corrected, mentoring is carried out on a scheduled basis, guidance is carried out in a certain room, and lecturer corrections are difficult for students to understand. The thesis proposal seminar is conducted by the Higher Education Management Masters Study Program. The thesis proposal seminar is generally carried out in a solemn manner, attended by all appointed examiners, carried out in a certain exam room; the problem is in perfecting student thesis proposals, and the implementation time follows what has been determined. Only a small part of the implementation of the thesis proposal seminar which was carried out in a solemn manner; examiner is not present at all,

The thesis examination carried out by the Master of Higher Education Management Study Program is that the thesis examination is generally carried out in a solemn manner, attended by all appointed examiners, carried out in a particular thesis examination room. The exam time follows what has been determined and the questions follow the substance of the thesis study. Only a small part of the thesis examination was carried out solemnly, not attended by the examiners. The study completion process carried out by the Higher Education Management Masters Study Program is mostly a simple study completion process, completed in a short time, and not waiting too long in queues. Some of the completion of the study process is convoluted, not completed in a short time, and waiting too long in line.

Student Achievement of the UMSU Education Management Masters Study Program

Based on the information described above, the performance of the students of the UMSU Higher Education Management Masters Study Program is as follows: The attendance of students in lectures is generally on time, only a small proportion are rarely on time. The accuracy of students in doing coursework is that most students do their assignments on time; a small number of students who do their assignments are not on time. Almost all students take notes from the lecturers' explanations, a few students rarely take notes from the lecturers' explanations. Practically all students prepare lecture material that will be discussed in class lectures. Only a small number of students did not prepare lecture materials to be delivered in the lecture hall. Almost all students answered the lecturer's questions during the lecture.

Only a small number of students did not answer the lecturer's questions during the lecture. Almost all students ask lecturers about lecture material that they have not understood. Only a small number of students rarely ask lecturers about lecture material

that they do not understand. Almost all students rarely study the nature of the assignments given by the lecturer. Only a small number of students often learn the essence of the assignments given by the lecturer. Almost all students make summaries of the Lectures discussed in Lectures in class. Only a small number of students rarely make summaries of the lectures discussed in the lecture hall. All students fill out the attendance list for the class. There are no students who do not fill in the attendance list for courses in the lecture hall. Most students look for textbooks that are discussed in class. Only a small number of students rarely look for source books for lecture materials discussed in the lecture hall.

Most of the students reviewed the source books for lecture materials discussed in lectures. Only a small number of students rarely check the source books for lecture materials discussed in the lecture hall. Almost all students take part in activities organized by the study program. Only a small number of students rarely participate in activities organized by the Study Program. In general, students prioritize group learning to understand the lecture material discussed in class lectures. Less than half of students rarely prioritize group study to understand the subject matter discussed in class talks. Only a small number of students sometimes prioritize group learning to understand the subject matter discussed in class. Almost all students discuss problem solving in class. Only a small number of students rarely discuss problem solving in class. More than half of the students felt sorry for not being present in class. Nearly half of the students did not regret not attending class. Almost all students study independently when the lecturer is unable to attend class. Only a small number of students do not study independently when the lecturer is unable to attend class.

All students comply with the provisions that apply in the lecture. There are no students who do not meet the applicable requirements in the course. Almost all students confirmed their absence from class. Only a small percentage of students did not verify their absence from the study. Practically all students evaluate the lecturer's correction of his work. Only a small number of students did not evaluate the revision of their lecturer's work. Almost all students help friends who have difficulty understanding the lecture material delivered by the lecturer in class. Only a small number of students did not help their friends who had difficulty understanding the lecture material presented by the lecturer in class. More than half of the students provided additional explanations when discussed in class. Almost half of the students offered no other reason when speaking in class. Practically all students listened carefully to the lecturer's explanation in class. Only a small number of students did not listen carefully to the lecturer's answers in class.

D. Conclusion

Based on the information described above, it can be concluded that the 11 academic services carried out by the UMSU Higher Education Management Masters Study Program are as follows: Lecture scheduling is arranged according to the nature of the class, taking into account the suitability of the lecturers' abilities with the subjects being taught, with class conditions, and with consistency. Student performance is directly related to the effectiveness of academic services for the UMSU Higher Education Management Masters Study Program. Thus, the logical implication is that the point of student achievement may be caused by the effectiveness of academic services carried out by the UMSU Education Management Masters Study Program. Of the 11 administrative services studied, all of them have been implemented well, although some have not been maximized. Likewise, student

performance as measured by 21 indicators shows that all of these indicators have been implemented well by students and are useful. So the effectiveness of student performance is caused by the point of academic service provided by the study program to students.

Based on the conclusions above, several things can be suggested as follows. (1) In preparing lectures, lecturers should prepare textbooks or reference books used in the classroom as well as various supporting facilities, (2) In establishing lecture halls, the Study Program should pay attention to the health condition and age of lecturers and students, (3) In conducting evaluation of lectures, lecturers should evaluate objectively, consider various aspects of students' abilities in giving final grades to students, consider student attendance in class in determining the final stage, and be consistent with what is stated in the lecture contract, (4) At the time of the proposal seminar exam the thesis is carried out, the Study Program seeks an exam room that meets the requirements for the level of comfort, (5) In determining the thesis writing supervisor, the study program must look at the supervisor who masters the substance of the student study material in the thesis that he will write, (6) During the guidance process, the supervisor does not difficult to contact by maha students who will provide guidance, (7) thesis writing guidance by supervisors should be scheduled in an orderly manner, (8) Study Programs and supervisors should provide a special room for guidance.

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Implementation of Blended Learning During COVID-19 Pandemic on Civic Education Subjects in Millennial Generation Era

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Abstract: This article was written related to the Indonesian government's policies during the COVID-19 emergency, triggering innovation in learning. The complexity of implementing distance learning (PJJ) in the 4.0 era creates new problems, especially for the education of students in secondary schools. The learning process has changed drastically. Blended learning in education is not only face-to-face but also integrated online learning from home. The purpose of this article is to discuss the application of blended learning-based learning during the COVID-19 pandemic subject matter for Pancasila and Civic Education (PPKn) for millennial generations students of Junior High School Muhammadiyah 1 Kroya with character. This research is qualitative. The research subjects consisted of the principal, 2 PPKn teachers, and 46 grade 8 students of SMP Muhammadiyah 1 Kroya. Data collection techniques in the study used interview, documentation, and observation techniques. Data analysis techniques are reduction, collection, presentation of data, and conclusions. The implementation of blended learning during the COVID-19 pandemic at SMP Muhammadiyah 1 Kroya was carried out in several stages, namely presentation/planning, implementation, student discussion guidance, practice, elaboration, demonstration, and student evaluation related to PPKn.

Abstrak: Artikel ini ditulis terkait kebijakan pemerintah Indonesia dalam masa darurat COVID-19 memicu untuk berinovasi dalam pembelajaran. Kompleksitas pelaksanaan pembelajaran jarak jauh (PJJ) di era 4.0 menimbulkan masalah baru, terutama bagi pendidikan siswa di sekolah menengah. Proses pembelajaran telah berubah secara drastis. Pembelajaran blended learning pada pendidikan bukan hanya tatap muka melainkan juga diintegrasikan belajar daring dari rumah. Tujuan artikel ini ialah penerapan pembelajaran berbasis blended learning masa pandemi COVID-19 materi pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) generasi millennial siswa SMP Muhammadiyah 1 Kroya bermuatan karakter. Penelitian ini bersifat kualitatif. Subjek penelitian terdiri dari kepala sekolah, 2 guru PPKn dan 46 siswa kelas 8 SMP Muhammadiyah 1 Kroya. Teknik pengumpulan data dalam penelitian menggunakan teknik wawancara, dokumentasi dan pengamatan. Teknik analisis data yaitu reduksi, pengumpulan, penyajian data dan kesimpulan. Pelaksanaan penerapan pembelajaran blended learning selama pandemi COVID-19 di SMP Muhammadiyah 1 Kroya dilakukan dalam beberapa tahap yaitu presentasi/perencanaan, pelaksanaan, bimbingan diskusi siswa, praktik, elaborasi, demonstrasi, dan evaluasi siswa terkait materi PPKn.

A. Introduction

Corona virus Diseases-19 (COVID-19) pandemic has an impact on various aspects of education. Indonesia is making efforts to handle and prevent the spread of the COVID-19 virus. Efforts to prevent the spread of COVID-19 are carried out by the Indonesian government in the aspect of education. Indonesian government policy to dissolve learning activities in schools. Therefore, the government and educational institutions are trying to find ways to keep teaching and learning activities active even during a pandemic. Teaching and learning activities during the COVID-19 pandemic that were previously carried out in schools, changed to learning from home through online learning or electronic learning (e-learning). This is by the Circular Letter of the Minister of Education No. 4 of 2020 on the Implementation of Education Policy in the COVID-19 Emergency Period to carry out the learning process from home or use e-learning (Aritonang et al., 2021). Learning instead is done online or e-learning that advocates being implemented from home or distance learning (PJJ). The online learning process or PJJ is done using various applications such as WhatsApp, zoom, google meet, Microsoft teams, and google classroom (Rizal et al., 2020).

Government regulations on the implementation of distance learning are not fully enforced in some areas. Areas in the green zone category are allowed to carry out face-to-face learning despite limited time and must implement health protocols. The COVID-19 task force recorded data on the covid_19.go.id page as of June 23, 2021, that the total positive confirmation cases of COVID-19 amounted to 2,033,421 cases, cases died as many as 55,594 cases, and were declared cured a total of 1,817,303 people spread across 34 provinces in Indonesia. The COVID-19 pandemic has resulted in various aspects, one of which is the learning process in education. This is what makes principals and educators in the green zone area innovate learning. One of the innovations made by the school is to carry out blended learning. Blended learning is a type of learning that refers to teaching and learning activities that combine or mix between face to face learning and online-based learning (Suhartono, 2016). The process of face-to-face learning has lost its appeal in the 21st century. This is because some learners think with the development of increasingly sophisticated technology, so blended learning is very suitable when used as a learning model in the 21st and future eras conducted online (e-learning). To apply the development of technology (e-learning) to the younger generation without having to leave face-to-face learning but there is also a strategy of organizing teaching, teaching delivery, and the right quality of teaching, namely with Blended Learning in era 4.0 (Afandi, Chamalah, dan Wardani, 2018; Rizal et al., 2020; Fadilurrahman et al., 2021).

According to Wahana (2015), Millennials are the younger generation who are currently synonymous with gadget technology culture at a time of important phenomenon of the current globalization process (Wahana, 2015; Wanidison dan Shaddiq, 2021). Gadgets are interpreted from the perspective of the device, it can be understood that the generation of gadgets is the generation that is always in contact with devices that contain elements of information technology. So as if these tools had become an integral part of their lives, technological tools seemed to be an important part of their lives (Petrova, & Podzygun, 2018).

Research on the impact and use of the internet is a major source of information about what's going on in the world, such as entertainment, fun, relaxation, forgetting problems, eliminating loneliness, and filling time with friends and family. The Internet has many advantages, especially when it comes to communicating and extracting information across a community of artificial intelligence-based internet users, including teenagers (Emi, 2015;

Wagiono et al., 2020; Iyansyah et al., 2021; Shaddiq et al., 2021). The Internet can quickly obtain information using Google and other means, but most teens use the internet as a medium of communication to make friends, chat, and send emails or do homework at universities and schools (Černá & Svobodová, 2015; Shaddiq et al., 2021; Wijaya et al., 2021). The most popular among teenagers today are WhatsApp, Instagram, TikTok, Friendster, Facebook, Twitter and others. They look for friends on Instagram and Facebook, and can also send photos and others (Kalida, 2015; Arizal et al., 2021).

In Indonesia's millennial era today, internet users often override morals and ethics. Values that need to be applied when you want to communicate, until the end of a dispute such as saying harsh words on social media. Phenomena associated with uncontrolled activities of the younger generation form negative personalities such as individualism, arrogance, looking down on the potential of others, and not appreciating differences.

Civic education (PPKn) efforts for millennials need to be strengthened in everyday life. It aims to improve the quality of teenage personality. From the cultural aspect of manners and manners, responsible, appreciating the process, and fighting spirit that must always be trusted and built (Hamidi, 2010). The aim is to prepare credible, intelligent, and good young citizens to fill independence with active and effective participation for citizens and the country to look forward to a brighter future. Creating a young generation who are noble and personal for a better Indonesia following the values of Pancasila and the 1945 Constitution. PPKn is a means of equipping learners with basic knowledge and skills about the relationship between citizens and nations, love of the homeland, and training them to become democratic citizens (Wuryan dan Syaifullah, 2008; Wagiono et al., 2020).

A blended learning model that combines face-to-face and online activities. In its application, such learning reduces direct learning in the classroom. According to Prayitno (2015), that the goal of using this learning model is to help millennial students become more independent and active in learning. The advantage of this learning model is that teachers can provide learning materials anytime and anywhere. Offline and online learning complement each other, learning becomes effective and efficient, teacher and student interaction is well established, accessibility is improved, and learning is flexible (Prayitno, 2015). Blended learning is very important because it can support students in mastering the material delivered at online meetings during COVID-19. The important thing to consider is the characteristics of blended learning applied. In context, students use health protocols, maintain personal and environmental hygiene, and keep their distance from each other. The duration of the implementation time is limited as usual. Although limited, blended learning can be a place for strengthening understanding, passion, can increase students' sense of responsibility, student learning outcomes, and student motivation to learn during pandemic times (Suhartono, 2016; Khoiroh et al., 2017).

The purpose of this scientific article is to apply, develop and provide blended learning PPKn material to millennial youth at Junior High School of Muhammadiyah 1 Kroya. In addition, optimal utilization of digital media (gadgets) is very beneficial for students in school.

B. Method

This research is qualitative. This is based on the type of survey data in the form of qualitative data. This research has research subjects of principals, teachers, and students of Muhammadiyah 1 Kroya Junior High School. The research subject is the main source of research data, including the variable data studied (Simonson, 2016). SMP Muhammadiyah

1 Kroya has NIS 5648 and NPSN 20300506 Mujur street, Kroya subdistrict, Cilacap Regency, Central Java province. Data research is information about the application of blended learning models during the COVID-19 pandemic loaded with the character of millennials' PPKn subject matter at Muhammadiyah 1 Kroya Junior High School. Research data sources are grouped into two types, informant and documentation. Informant consists of the principal, 2 Civic education teachers who teach students, and 46 students of 8th-grade Junior High School of Muhammadiyah 1 Kroya consisting of 26 male students and 20 female students. Online documentation of the application of blended learning during the COVID-19 pandemic of millennials' PPKn subject matter at Muhammadiyah 1 Kroya Junior High School.

The data collected in this study uses interviews, observations, and documentation. The informant interviewed was the principal, teacher, and student of Muhammadiyah 1 Kroya Junior High School who studied with gadgets. Interview techniques are used to explore data on PPKn learning at Muhammadiyah 1 Kroya Junior High School. In-depth interview with the principal, 2 teachers, and 46 students of Muhammadiyah 1 Kroya Junior High School. Observations were made on how the readiness of teachers in learning PPKn students at Muhammadiyah 1 Kroya Junior High School. Documentation in the form of research reports on daily journals and assessment journals of student learning devices application of blended learning materials PPKn millennial generation in Muhammadiyah 1 Kroya junior high school. Validity of data in this study using triangulation (Moser & Korstjens, 2018). Data analysis techniques are performed such as data reduction, data collection, data presentation, and conclusion withdrawal or verification.

C. Result and Discussion

Learning of Civic Education (PPKn) for Millennials

The importance of learning Civic Education (PPKn) in schools, explains the behavior of citizens, ways of thinking, all citizen behavior, rights and obligations, ideals and aspirations, awareness (nationalism, patriotism), efforts, activities, participation, and responsibility of citizens (Saputra, 2017; Saputra et al., 2020). In this way, citizens not only teach the provisions of the constitution or articles of the Constitution but also reflect the relationship between the behavior of citizens and the natural environment in everyday life. Strengthening the harmonious and peaceful attitude of fellow citizens can be integrated into the curriculum because such activities can increase students' knowledge and understanding of others, accept differences, improve communication with others, increase solidarity and increase cooperation with others (Karliani, 2014; Wagiono et al., 2020).

Therefore, civic education for the generation of young citizens with an archipelago of insight and national resilience in the nation's prospective successors, the role of teachers applying learning innovation in education becomes an important point to note in this regard. Systematically identify the skills needed to teach in the context of blended learning. Then develop, establish and test instruments that can be used to determine the readiness of students and the entire school for blended learning teaching (Graham, Borup, Pulham, & Larsen, 2019). Blended learning context in the learning implementation guidelines for teachers to prepare some learning videos, text, photos, sounds, or images that are by PPKn (Suhartono, 2016).

Steps to Implement Blended Learning During the COVID-19 Pandemic Civic Education Subjects at Muhammadiyah 1 Kroya Junior High School

Steps to implement blended learning during the COVID-19 pandemic are charged with the character of civic education subjects of Muhammadiyah 1 Kroya Junior High School students, namely (1) The first step is to formulate learning achievements in blended learning system design, such as establishing, identifying, sorting, strategizing, selecting learning materials, and determining how to evaluate learning outcomes. (2) The second step, mapping, and organizing learning materials are to describe and compile learning material into the core of the discussion, sub-subject of discussion, and discussion of materials in accordance with learning achievements. (3) The third step is to define and define synchronous and asynchronous learning activities. This determines whether the main content of the discussion or sub-discussion can be understood in a synchronous or asynchronous strategy. (4) The next step is to learn with a synchronous strategy, understand what is learned by creating asynchronous learning design, then determine the synchronous learning activity. Synchronous learning is the process of learning between teachers and students at the same time but in different locations. The learning process is usually done using information communication technology media in the form of audiovisual conference videos. (5) Designing asynchronous learning activities after identifying discussions that are understood as asynchronous learning, namely developing asynchronous learning design. Next plan various digital resources, related online discussion forums, related online tasks, and relevant assessments. Blended learning design model on online learning with asynchronous strategy has four values: learn (learning), deepening, application, and evaluation (assessment/measurement) (Katz, 2012)

Synchronous learning is not much different from face-to-face learning, wherein synchronous learning the learning process consists of (a) Opening activities; The teacher provides or airs learning videos that have been uploaded on youtube, pictures of current issues according to PPKn material, then ask students to analyze and respond, the teacher explains the material that has been studied and discussed and the learning goals to be achieved at the meeting. (b) Core activities; Teachers provide reading material, PPT, PPKn learning videos that have been uploaded on youtube, images of current issues according to PPKn subjects, then students are divided into small groups of 4-5 people with heterogeneous ability to discuss, observe, and present. In addition, teachers provide opportunities for learners to ask factual, conceptual, procedural, and metacognitive questions in Whatsapp chat columns, google classroom, google meet, and so on. Teachers and students collect various information from the material that has been presented. (c) Closing activities; The teacher asks students to summarize/ conclude important points that arise from the material that has been discussed, then the teacher provides feedback and reinforcement to the learning outcomes that have been discussed, and finally the provision of individual assignments or independent assignments to students. During the learning process, the teacher observations the activeness of each student.

Learning activities effectively and comfortably in online classes are where the situation is conducive. This makes students trained to ask questions, do tasks, express ideas, and achieve material and learning because they feel free to argue comfortably (informant RK, interview September 1, 2021). When learning takes place on an internet network, the teacher should liven up his learning atmosphere by repeatedly providing stimulus that encourages students to communicate regularly with the teacher (Prayitno, 2015).

In today's era, we live in the digital age, with its emergence as a source of information and communication that affects every aspect of people's lives. This influence will not only be in social life but also in the world of education. The use of gadget media for blended learning with character-laden PPKn subjects by students effectively enough is a new strategy for teachers to communicate with students and parents in providing digital platforms of educational information services related to school learning programs (Wagiono et al., 2020). Student self-assessment, fellow students' assessment, and teacher assessment are learning development processes that can be used by analytical results for blended learning (Yuliyana et al., 2021). The complexity of learning in the era of industrial revolution 4.0 is overcome by the use of information technology gadgets. Learning is applied with blended learning as a means of online learning is the new normal era during the COVID 19 pandemic to realize education 4.0, producing graduate output students who have or have good problem-solving skills. The learning model needed in pandemic times and to answer the challenges of the industrial revolution 4.0 today is a learning model that provides training to learners to think critically, creatively, and innovatively (Aritonang et al., 2021). Where learning not only emphasizes the transfer of knowledge but also the learning process that results in students who are creative, critical, innovative, and collaborative in solving problems. It is expected that learners can apply the values of character responsibility of honesty, justice, love of the homeland, democracy, and cooperation (NH informant, interview September 1, 2021).

D. Conclusion

Curriculum development is an educational design that summarizes the learning offered to students. Some of these are integrated into the curriculum, including personality values, knowledge, educational behavior, and skills (Wagiono & Karliani, 2020). Millennial youth are increasing the use of the internet as information technology that is closely related to gadgets. The application of blended learning during the COVID-19 pandemic civic education subjects in millennials in Junior High School of Muhammadiyah 1 Kroya is character-laden. In the current new normal era, online learning with blended learning becomes an optimal learning alternative. Online learning stage with blended learning among others (1) The presentation of the material provided should be seen by students before the start of learning in the form of PowerPoint (PPT), Pdf, Ms. Word, images of current issues, videos that have been uploaded on youtube by teachers on learning management systems such as google classroom, Whatsapp, zoom, and google meet. (2) Teachers should conduct guidance and discussion of asynchronous material. In online learning, teachers must provide guidance columns that are not limited by the time such as discussions through video chat, mailing list, and forum discussion. (3) Teachers hold practices or demonstrations for students and conduct evaluations in the form of oral, written tests, quiz games, project learning, PTS, and PAS that are included in Google Drive, web, or technology media as a means of measuring capability. The results showed that gadget-based blended learning activities serve as a means of education, evaluation, and information for millennials. It is expected that blended learning in Civic education subjects will be applied to digital media to overcome the condition of students having diverse abilities, the number of students, and the dense learning in the new normal era during the COVID-19 pandemic. Students can understand PPKn material in youtube educational videos and images presented by teachers.

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The Roles of Parents Teachers Association in School-Age Children's Psychosocial Development According to Erik Erikson

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Abstract: People these days tend to avoid their attention from child's psychosocial development while it holds serious role for the psychological and social development of children to find their true identity in the future. According to Erik Erikson, there are 8 stages of psychosocial development of human starts when a human being is born to the final stage which is at 65 years old above. In this theory, Erikson emphasizes that every stage holds its importance and that they relate each other. Which means the first stage affects the next stage and so forth. This research is aimed to analyze Erikson's 8 stages development of psychosocial on school-age children and how parents and teachers should respond and provide suitable treatment for these children. The methodology in this research is literature research where author collects the information about 8 stages psychosocial development from journal, books, reviews, or previous research. From this research, author finds that parents must give proper and suitable parenting style for their child especially during their school periods where child needs support, motivation and stimulus either from parents or teachers or their surroundings through intensive communication. For addition, through this research too, author finds that the ability for teachers to understand these 8 stages will give them the sight to provide more chances for the children to grow well and find their true identity. From this research, we can conclude that either teachers and parents need to cooperatively work together to provides proper and suitable treatment for children's psychosocial development according to Erikson's 8 stages development.

Abstrak: Banyak orang yang tidak begitu memperhatikan perkembangan psikososial seorang anak terutama bagi anak-anak usia sekolah. Padahal perkembangan psikososial anak memegang peranan penting bagi anak tersebut di dalam menemukan jati dirinya di kemudian hari. Menurut Erik Erikson, terdapat 8 tahap perkembangan psikososial seorang individu dimulai dari ia dilahirkan sampai pada usia 65 ke atas di mana setiap tahap akan mempengaruhi tahap selanjutnya. Penelitian ini dilakukan bertujuan untuk menganalisis teori perkembangan psikososial menurut Erik Erikson pada usia anak sekolah dari kajian pustaka yang tentu saja relevan dalam pendidikan usia anak sekolah dan perlakuan yang perlu dilakukan baik oleh guru dan orang tua dalam perkembangan psikososial mereka. Metode penelitian yang dilakukan adalah kepustakaan yaitu dengan mengumpulkan informasi dari sumber-sumber terkait baik itu dari buku, jurnal penelitian ataupun penelitian terdahulu. Hasil dari penelitian ini menunjukkan bahwa orang tua perlu memberikan pola asuh yang tepat kepada anak mereka terutama di masa-masa usia sekolah di mana mereka membutuhkan dukungan dan motivasi serta stimulus dari orang tua melalui komunikasi yang rutin dan intens. Melalui penelitian ini juga ditemukan bahwa kemampuan guru dalam memahami perkembangan psikososial anak usia sekolah serta memfasilitasi anak agar dapat menemukan jati diri mereka sangatlah penting. Kesimpulan dari penelitian ini menunjukkan bahwa sejatinya baik guru dan orang tua harus bersinergi dalam memberikan perlakuan yang seimbang dan sesuai dengan teori perkembangan psikososial yang dikemukakan oleh Erik Erikson.

A. Introduction

Education is an important factor that holds serious role in the process of changing from a human being. The theories of education are widely discussed and stated by philosophers such as John Dewey, J.J Rousseau, St. Augustine and many more. John Dewey stated that education is the process where essential skills are shaped and established emotionally and intellectually while Rousseau said that education is a process where human beings get what they need in the future. Truthfully, the characteristics of education is practical, normative and must be based on the theory itself. Through the education, someone learn how to become a good human being. This emphasizes the education as a process that needs human efforts to show the changes in their lives and that the changes must be able to be indicated by measurement. In education, learning is the main component, learning has various aspects that connect each other and holds important roles in the development of psychology and psychosocial of a child. Although sounds similar, but actually either psychology and psychosocial have different meaning and intention. According to Uba Umbara in "*Psikologi Pembelajaran Matematika*" psychology is defined as a study which learns about the condition of someone mentally and emotionally (Umbara, 2017).

There are many theories that define psychology and its function. Along with its development, psychology does not only study about the certain condition of human mentally and emotionally, but also expands its meaning to a wider state which is called as psychosocial. Psychosocial is the fussion of two different words Psychology and social. According to Erik Erikson, psychosocial refers to a condition where there is interconnection between someone's psychological and social condition and that they affect each other. In addition, Erikson states that there are 8 stages in psychosocial development (Erikson, 2012). This 8-stages then stated in his book that discussed about the development of child's psychosocial development in every stage and how each of the stage is affected by other stages in order to help a child to find his / her own true identity in the future. This result of research was based on Erik himself experiences where he once has ever been through difficulty to find his own true identity caused by the ignorance from his step father. Thus, Erikson then said that when a child is in a certain stage of his / her psychosocial development, then whatever treatment he / she receives from the surroundings will affect what this child will become in the future this child's characters development. This developmental character surely goes through a process where social interaction in the environment which involves parents, teachers, friends and their surroundings will give impact in shaping the characters of each child. It is surely said that a child that goes through a positive environment will be able to develop positive characters inside him/herself (Zubaedi, 2017).

After 13 years dedication as a teacher, author does reflection to really understand what is education and also what's inside in the education and what is actually the character of the education these days. A lot of questions come to surface as author finds many cases where the victim of these cases always the children. The parents are too busy to at least provide one hour intensive talks with their child (Mc.Wyne, C. Elliot. 2013) or parents who always

think that they have given the best for their child while they are not. There are a lot of parents who missed their child school age periods as they spend more time outside then they treat their child wrongly (Torres & Manuella, 2014). If this happen, it is better if parents treat their child according to theoretical treatments so that every treatment that is given to children, it can match the needs of every child and suitable for the children's psychosocial development. Then the big question is whether parents and teachers know how to treat these children during their school-age periods along with the psychosocial developmental? This research explains how parents and teachers can treat these children properly based on the 8-stages psychosocial development according to Erikson's psychosocial development stages. Erikson states that it is crucial for parents either mom and dad to know these stages, this encourage them and enhance them to understand their child better so that they know how to treat them wisely and properly because when they can do this, Erikson says that there will be no children lose their identity. These children will grow with good social skills, manners and able to find their true identity with ease. Through this research, author emphasize the discussion on the phase of school-age children which scoops 6-12 years old children where Erikson believe that these stages are very crucial for them to decide what they want to be in the future. In this stage also, teacher and parents hold super important roles to educate their child or students to get well treated during their school-age phase.

B. Method

The methodology used in this research is literature research. Literature research refers to a research which in the process of the research author uses various of sources to collect data such as books, journals, articles or previous research (Hasan, 2008). This technique or methodology requires the author to read more books or article journals that are related to the research being done. This methodology is usually used to strengthen or emphasize data or facts and compare the differences and similarity from those various sources author has collected (Kartono, 1998). According to Kartono (1998) there are four main characteristics of literature study or research, first is that the author must read ready-used books or texts directly without any intermediaries, the sources can be secondary sources and not main sources, and the last one is that this research is not limited by time and space like other research (Zed, 2008).

C. Result and Discussion

Biography

Erik Erikson was born on 1902 in German and raised during the second World War 2. Since he was born, he never knew who was his biological father while his mom got married for the second time with a doctor named Homburger who ws also a Germany (Mac Lean & Syed, 2015). Since little kid, Erik often felt lonely and never got proper affections from his step father who always treated him differently with his step little brother. This made little Erik felt anxious inside him and because of that, little Erik got problem during the discovery

of his true identity. On 1927, Erikson then joined an institution which established by Sigmund Freud, a psychoanalysis who well-known and famous that time. There, he met a beautiful lady named Joan Serson, a Germany woman who would then marry Erikson on 1929 (Alini & Indrawati, 2020). Erikson then discovered 8 stages of psychosocial development. After his biggest discovery, Erikson still continued his research until then found died on 1994. During his life, he contributed in many ways especially in education. He wrote many books and articles that contributes education and psychology until this day.

Theoretical of 8 Stages Psychosocial Development

As quoted in Humans Life Cycle and their Identity (1989), Erik Erikson succeeded to discover this theory that began by the messed up in his life; his family background, education and his profession to the final hard phase in his life which made him struggle to find his true identity. Through this discovery, Erikson wanted to speak what's on his mind about how whatever happens in the past of someone's life, will affect an individual's character building in the future. This also includes the ability of an individual to adapt and socialize in the future. Before the further discussion about what are the 8 stages that discovered by Erikson, we need to know first, what is psychosocial. Psychosocial refers to the interpersonal connection which is affected by psychology factor. This means, either psychology and social condition affects each other. Erikson stated that there is connection in the development of psychosocial that involves the growth of ego that exists in an individual. Erikson added that this ego will keeps going as long as the experiences and information that someone has also increases in terms of quality and quantity so that the development of psychosocial that someone has will always be affected by what happens in his life. If a child gets a positive experience and information from his surroundings, then there will be a positive psychosocial development withing the child, but the opposite outcome happens, it the negative ones that this child gets. Erikson split the stages of psychosocial development into 8 steps. The first stage begins within 0-2 years age of child, in this stage, a child begins to have a permission for himself to trust his surroundings to fulfill his needs (Snarey, 2011). The roles of parents in parenting and taking care of this child or choosing a suitable baby sitter will holds an important and significant job. This stage allow the child to expects that his needs such as food, drinks, loves, warms, and cares can be fulfilled by parents. Not only by parents but also buy the surroundings. This can build trust within the child that his surrounding cares for him and that he can trust back (Gilleard, 2020). However, if the opposite thing happens, this child will not be able to trust the surrounding and build a view that his surrounding is a place that he does not want at all.

Second stage begins from years 2-3 of age. This stage is also called as autonomy vs shame and doubt. In this stage a child starts to develop the ability of confidence which can be done by starting by doing simple things by themselves such as wearing clothes, walking, talking, moving, wearing diapers, and most importantly getting answers of their questions properly. If they don't get this, things that will happen such as lacks of trust and confidence.

The roles of parents and people in their surroundings such as giving motivation and support their child to keep on trying and show more efforts is really important in this stage.

The third stage begins from years 3-6 of age. In this stage a child begins to test some abilities that they think they can do it already. They do this in an assumption that they have it without knowing their truly potential. In this stage, a child tends to do mistakes while they develop the initiative. That is why in this stage, they really need their surroundings to stay on saying positive things yet supportive that can build their confidence. If they don't get proper things in this stage for example, instead of getting positive and supportive words from surroundings, they get negative words that can make them sad and not confidence, or even worst they get anger and abusive words from their parents, this will make the children grow to become a child that always feel guilty in their life. And of course, this thing would not happen to children who always get supportive words from their surroundings.

The fourth stage begins from 6-12 years of age. In this stage, child begins to meet people who have same age with them in the environment and schools. In this stage, they will start to compare themselves with their friends from the perspective of what they have and what they can do. The competitive characters will be developed in this stage academically or socially among their friends. When a child finds his own success in this stage, this will develop his own confidence and trust about himself. But when they find failure, they tend to become inferiority and to anticipate this feeling, either parents or teachers should motivate them and keep on support them give them positive and supportive words to give them their confidence back so that they want to get back on their feet and try again to be better. If they get the opposite thing, then they will have lack of confidence and always think that they are weaker than their friends in any aspects (Samsanovich, 2021).

The fifth stage begins from 12-20 years of age, here a human begins to know themselves. They start to recognize their identity from simple things. There will be many struggles within themselves in this period, so that parents' teachers' roles are really important. They need guidance both from teachers and parents. If they get proper guidance, they will find their identity with ease. But if they don't get guidance and support system from parents and teachers, they will not know their true potential and there will be bias within themselves. This will make them don't understand about themselves and that they cannot find balance within themselves as well.

The sixth stage begins from 20-40 years of age. In this age, parents or teacher are no longer having the biggest role but their loves, husbands, wives etc who have intimacy relationship with them. If they get what they need in this stage such as loves, warmth, and supports, they will become a happy person, but if the opposite things happen, they will not be able to find happiness in their life.

The seventh stage is started from 40-65 years of age. This stage is also called as generative vs stagnancy, which means the success in educating and parenting their child, family and works will give effects in the form of cares. But if they don't, then stagnancy will be developed for the rest of their life.

The last stage starts from 65 years of age – the death. Conflict happens in this stage are integrity and despair. The experiences that happened in their life will become the main factor wither despair is developed or not for the rest of their life. In this stage, people need someone to go through that despair.

Discussion

After knowing every stage of psychosocial development stated by Erikson, we can understand that for people to go to the next stage they will have to finish the previous stage properly they need to have proper treatments. But the reality does not always go that way. There are many children in the world that don't get loves that they deserve so that they can go the next stage well. According to WHO in 2020, there are many children in the world get abused by their surroundings. They reported that 88% from 190 country become a victim of abusive which are sexual harassment and verbal harassments. Sadly this abusive action is done by their closest relatives such as parents, teachers, uncles etc. These children don't get love, motivation, needs which they should get during this stage for their psychosocial development (Livana, M.Ramli, & R, 2021). In 2008, there was a child in author's classroom. This child is 10 years of age and was in grade 4 that time. This child is a slow learner and lack of academic skills and confidence. This child was weak at almost all subjects. After observation, author did some treatments to this child which is shown in the diagram below:

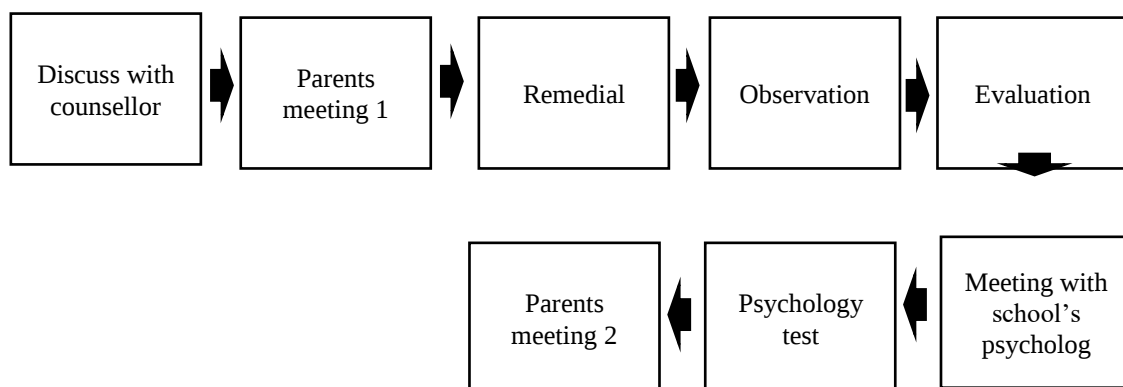


Figure 1. Treatment steps

Explanation:

1. Discuss with a counsellor, in this step, author created a dialogue with school's counsellor about the problems with this child and his resumes in previous classroom. After that we dealt to invite his parents for a meeting.
2. During the parents meeting, this child's parents a little bit introvert, they did not share much information that can help us teachers and school to analyze more about what happens with this child. But for sure, this child's parents were super busy and they admitted that they did not have much time with their child for study or small talks. At the end of the meeting, teacher gave a solution to provide extra guidance academically for this child.

3. Additional lesson or remedial was held twice a week, teacher did various teaching strategies then observed.
4. After observation, author then did an evaluation to what has worked and what has not worked yet.
5. Since the evaluation has done, author then brought the result of evaluation and observation to the school's psychologist and had a dialogue.
6. School's psychologist suggested to give a series of test to this child with parent's agreement.
7. We then discussed the test result with this child's parents on the second meeting.

On the second meeting, author, psychologist, and this child's parents talked with a heart-to-heart condition by showing them the result of the test. The test showed that there were some treatments which they should have given in the stages of psychosocial development of this child but they did not because of the business they had. During this meeting, parents more open to the story of this child during the age of 3. They were too busy to give time or affection to this child and this child got some bad treatments for his nanny and this child's parents were also too busy to have a small discussion with this child. Parents were too tired to answer simple questions from this child. Refers to this case, we can see that Theoretically, what Erik Erikson stated in his 8 stages psychosocial development is valid. This child did not complete the second and third stage well. So that the outcome was not expected as well. Through these two stages as explained before, are the stages where a child builds their trust and confidence within themselves by showing their surroundings that they can do things independently and developing their initiative. In these two stages, parents should give more time to support their own child by giving them motivation and chances to be more confidence (Samsanovich, 2021). But if this thing could not happen, then unexpected outcome will come to the surface; child become inactive, lacks of confidence, they don't trust their surroundings, and their psychosocial is also distracted as stated by Erikson that every stage affects each other so that what happens in the previous stage will give impact to the next stage of child's psychosocial development (Kivnic, 2014). The second case happened this year, during pandemic, and this time we, teachers, counsellor, and psychologist did the same series of treatments to this child. The result was not expected at all, this child's parents often scold this kid with abusive and negative words. During the treatments, this kid told us that she wanted to study at school and even did not want to study with her parents anymore. Although a little bit different with the first case, but still, negative treatments received by this kid so that the output was not as expected. This kid lost her confidence and motivation to study (Utami, Muslima, Putri, & Lia, 2020).

- a. Through these two cases we can conclude that the roles of parents in parenting and educating their child is very important. And the ability for teacher to give motivation and provide well treatments for kids also holds a big role. According to Evelyn (2003), in the Marriage and Family Development there are three parenting style that can affect child's psychosocial development: permissive, authoritarian, and democracy (Suryanto, 2019). Authoritarian, is a parenting style that has stiff and strict characteristic. Other than

that, this style allows punishment as part of the parenting at home. Parents are so strict and often giving orders to their kids. The relationship more likely military style. They order everything that their child must do. A child that is educated with this style tends to have lacks of confidence and they don't trust to themselves or even worse to their surroundings. In addition, the output can also put them to become a sad, moody and careless child.

- b. Democracy parenting style, this style is the most ideal style of parenting these days. Rules are often made and agreed together at home among the members of the family. Not only that, parents who apply this style at home also always tell their child why is something wrong so that their child know what is wrong and what is correct. They know the reason behind their mistakes. The outcome from this parenting style such as the kids become more confident, they have good psychosocial and more mature and also able to adapt or socialize easily with their surroundings.
- c. Permissive parenting style, in a family who have this style, accidentally or not, we can see that they give too much freedom for their kids to take care of themselves. Parents give equal portion in taking decisions at home so that there will be imbalance and the kids will have lacks of guidance while school-age child still needs guidance in taking decisions and taking care of themselves to make them more trust to everything happen in their life and the decision they take. If this style keeps happening in a family, then the child will have low self-control and confidence. (Kupens & Ceulemans, 2019).

The development of parenting style becomes a very basic yet important for the psychosocial development of a child. Even so, teachers also hold a big role at school that they must do because it is very important for teachers and parents to work together and simultaneously for child's development (Krismawat, 2014). The roles of teachers as stated in the law number 20, chapter 40 verse 2 is written as shown below.

- Create a fun, meaningful, creative and dynamic learning.
- Have commitment professionally.
- Become a role model and inspiration for kids and institution.

Other than what are written above, according to Wrightman in Uzman Uzer (2002) teacher's role also includes creating a series of activities that are related for the improvements and development of attitude towards kids. According to G. Beider in Kompri (2015:31) teachers' roles in developing child's attitude are listed below:

- Teacher must have positive mind towards their students.
- Teacher must have strong will to always study to achieve goals in their students' education.
- Teacher must have mindset that the job for teacher is not only teaching but also paying attention to their students changes of attitude and development.
- Teacher must give positive motivation to their students.

According to the explanation above, we can conclude that the job for teachers is not only teaching, but also observe their students' change in behavior so that their psychosocial development can be fulfilled well in every stage.

D. Conclusion

From the discussion above we can conclude that the development of psychosocial of every child especially in school-ages student needs more attention either from parents, teachers and institutions. And this can be happened by showing and giving them proper treatment and parenting style that match with the 8 stages psychosocial development stated by Erikson. This because we have understood that every stage affects each other so that if a child does not pass through a certain stage well, then he/she will not be able to complete the next stage well, and if this happens, then this child will have lacks of confidence, learning motivation, disbelieve to his/her own surroundings and more over they don't have self believe. Author suggerter for parents and teachers to understand every stage of psychosocial development so that they know what are the proper treatments for every child such as give more positive motivation, warmth, loves, and cares either in family or schools. Teachers can give guidance for their students which probably has passed these stages not as good as other students by giving them some more chances and motivation in the classroom during the lesson or outside the classroom.

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Analysis of Language Errors in the “Larise” Magazine Article at SMP Negeri 8 Surakarta

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Abstract: This study aims to analyze language errors and their interpretations at the level of syntax, morphology, and Indonesian Spelling System as well as to increase knowledge and insight about how to write properly and correctly according to the language rules that have been regulated in the KBBI and PUEBI. This research uses descriptive qualitative research method. The data in this study are in the form of words (not numbers) sourced from Larise magazine in an article entitled "Philosophy of Kidungan Jawa "Ana Kidung Rumeksa ing Wengi" published on Sunday, October 11, 2020. The data collection technique in this study is a note-taking technique, namely: by reading Larise magazine as a data source. The analysis used in this study is an interactive analysis which includes the steps of a) data collection, b) error identification, c) error explanation, d) error classification, and e) error evaluation. In this study, an analysis of errors in writing rules was carried out at the level of syntax, morphology, and accuracy in the use of Indonesian Spelling (EBI). Errors at the syntactic level are in the form of errors in the use of effective sentences, errors at the morphological level are affixation errors, and errors related to Indonesian spelling include errors in using punctuation marks, using capital letters, using standard words, using prepositions, and using particles.

Abstrak: Penelitian ini bertujuan untuk menganalisis kesalahan berbahasa dan pembetulannya pada tataran sintaksis, morfologi, dan Ejaan Bahasa Indonesia (EBI) serta untuk menambah pengetahuan dan wawasan terkait cara menulis yang baik dan benar sesuai kaidah kebahasaan yang telah diatur pada Kamus Besar Bahasa Indonesia (KBBI) dan Pedoman Umum Ejaan Bahasa Indonesia (PUEBI). Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Data dalam penelitian ini berupa kata-kata (bukan angka) yang bersumber dari majalah *Larise* pada artikel berjudul “Filsafat Jawa Kidungan “Ana Kidung Rumeksa ing Wengi” yang terbit pada Minggu, 11 Oktober 2020. Teknik pengumpulan data dalam penelitian ini adalah teknik catat, yaitu dengan membaca majalah *Larise* sebagai sumber data. Analisis yang dipakai dalam penelitian ini adalah analisis interaktif yang meliputi langkah-langkah a) pengumpulan data, b) pengidentifikasian kesalahan, c) penjelasan kesalahan, d) pengklasifikasian kesalahan, dan e) pengevaluasian kesalahan. Pada penelitian ini dilakukan analisis kesalahan kaidah penulisan pada tataran sintaksis, morfologi, dan ketepatan penggunaan Ejaan Bahasa Indonesia (EBI). Kesalahan pada tataran sintaksis yaitu berupa kesalahan dalam penggunaan kalimat efektif, kesalahan dalam tataran morfologi adalah pada kesalahan afiksasi, dan kesalahan terkait Ejaan Bahasa Indonesia meliputi kesalahan penggunaan tanda baca, penggunaan huruf kapital, penggunaan kata baku, penggunaan kata depan, dan penggunaan partikel.

A. Introduction

Indonesian is the official language of the Unitary State of the Republic of Indonesia as stated in the 1945 Constitution of the Republic of Indonesia, article 36. Indonesian also acts as the language of the Indonesian nation's unity which is implied in the Youth Oath of October 28, 1928. Indonesian is also widely used as the mother tongue in everyday conversations of the people. In addition, language is also a tool and an important aspect in communicating and conveying information. According to Apriani (2016) language is a reflection of the human mind and language cannot exist without human thought and vice versa. In addition, language is defined as a means of communication, either directly or indirectly. According to Wijayanti (2014) language has a function as a communication tool, one of which is to give birth to a thought and feeling that allows the person to be able to work together with others. So, language is a communication tool that comes from the human mind in order to give birth to ideas or ideas that can be understood by other people as observers. In this concept. Wiratno & Santosa (2011) explained that language is understood in terms of expression and potential meaning. In the community environment definitely need the media to help smooth when communicating and obtaining information from the outside world. (Cangara, 2010) defines media as a tool or means used to convey messages from communicators to audiences, while the notion of mass media itself is a tool used in delivering messages from sources to audiences by using communication tools such as newspapers, films, radio and television. From the many examples of mass media that we know, the author chooses magazines as one of the media that can be used as a source to get information.

In relation to the function of a magazine as a medium for disseminating information, Adji (2008) defines a magazine as a communication tool that is general in nature and published regularly, which functions as a disseminator of information and a means of struggle to achieve development goals. (Baran, 2012; Cangara, 2010; Kurniawan, 1995) states the notion of a magazine is a periodical publication (not daily) that is published regularly and the nature of its content does not display news or news extracts, but in the form of articles, or articles. which is a comprehensive and in-depth discussion. The magazine in it also contains various journalistic coverage results. Not only that, magazines are also often used to publish a written work which includes various information that is currently being discussed. (Baran, 2012) in his book "Introduction to Mass Communication, Media Literacy and Culture" divides the types of magazines based on their market, namely mass magazines (general magazines), class magazines (magazines aimed at certain groups), and specialized magazines (magazines aimed at specifically to readers by raising certain topics). Magazines or commonly referred to as magazine articles can also be used to convey an idea from the author to the public. In addition, the magazine articles are able to have an impact in academic terms for writers and can help writers understand the purpose of writing and also help writers to be able to think critically and systematically in training to use good and correct written language according to the rules. In this modern era, magazines are not only in print but can be accessed online on the internet. According to Sinulaki (2013), the

magazine is one of the media of communication and information in detail because it is different from other mass media. The characteristics possessed by the magazine can be seen from the way the author conveys an implied message on the content of the topic that the author writes. In magazine writing, it is not only writing long and meaningful words to attract readers' interest. However, the author must pay attention to the use of spelling and linguistic rules in accordance with the rules of the Big Indonesian Language Dictionary (KBBI) and the General Guidelines for Indonesian Spelling (PUEBI). This is very important because the way of writing in magazine articles greatly affects the level of understanding of the reader in understanding the information contained in it. The purpose of writing articles in accordance with the KBBI and PUEBI is so that the content can be easily understood and accepted by readers. Therefore, magazine writers must be more careful in writing their writings and can avoid mistakes in linguistic rules so that the information conveyed is not ambiguous and ends up being difficult for readers to understand. In addition, there needs to be enthusiasm from the reader because it is to make it easier for the author of the article to convey information from the results of his writing so that it is easy for readers to understand and understand.

In relation to language errors, this paper can be used as a source of learning Indonesian. Learning is a process in helping students or students to be able to learn well. According to (Abidin, 2015) learning is a series of processes carried out by teachers so that students learn. Through learning Indonesian, educators must be able to explain the theory that raises a language error material. It has a goal that is in line with learning, namely learning Indonesian language that is able to direct students' ability to communicate, both orally and in writing. However, it is very unfortunate that some Indonesian people think that Indonesian can only be used as a means of communication. The thoughts of most people say that if you can or are able to use Indonesian and the other person or reader understands it then you feel good and right. It is not that easy to say or write in Indonesian which is able to make other people understand what the writer or speaker wants. This requires the ability to understand the ins and outs of good and correct linguistic rules. Good language is used with an emphasis on the communicative aspect of language, while the correct language is related to the rule aspect, namely language rules. There are four language rules that must be considered, namely problems in grammar, word choice, punctuation, and spelling. It is also known that good and correct Indonesian is identical to the standard language. According to Idrus (2021) standard Indonesian is the language used by the community with the widest coverage and the greatest authority rather than using non-standard language.

This can be in line with the development of science and technology. People are required to have good and correct language skills. Not only mastering foreign languages, but also being able to speak Indonesian properly and correctly. It is useful for the community in terms of conveying information both orally and in writing. In harmony with language skills which have four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Tarigan, 2013). Thus, Indonesian language learning can be taught not only focused on theory but also on the practice of using Indonesian properly and

correctly according to linguistic rules. In the practice of learning, students can be given signs in advance regarding errors in language both spoken and written so that students understand and understand. The next step, students are given training to make a scientific essay or make an article with a predetermined theme. Students are free to explore and find relevant sources by using the internet to support their writing. In addition, students are given directions to analyze language errors in the articles that have been prepared. For example, educators provide magazine articles that must be analyzed in the study of language errors, students are given signs to analyze in terms of syntactic, semantic, phonological, morphology, and Indonesian Spelling (EBI) errors in magazine articles that have been prepared by the teacher. In addition, these activities are able to familiarize students with reading (literacy) and carefully looking for writing errors in an article or magazine and providing corrections.

Errors that usually occur in magazine writing, which usually occur in terms of syntax, semantics, morphology, phonology, use of punctuation, spelling, capitalization, writing italics, and standard or non-standard words are included at the Indonesian Spelling level. This can be categorized as a language error. These language errors are categorized as errors in linguistic studies. According to Unsiah (2018) linguistics is a term that comes from the Latin language, namely *lingua* which means 'language'. The error that will be reviewed in this article is included in the study in the section on types of micro linguistics. Micro linguistics is a study of the object of linguistics which only focuses on the internal structure of language. According to Nisa (2018) language errors are ways of using good and correct language orally and in writing that deviate from the Indonesian language rules. Analysis of language errors according to Maulidiah (2017) is an analysis of language errors that should pay attention to the analysis of the existing discourse as a whole so that there is no overlap of meaning. This can be included in the study of language error analysis contained in Larise magazine. It can also be used as input or advice to the author of the article regarding writing which must pay attention to good and correct linguistic rules.

Similar research was conducted by Kartini (2019) in his research entitled "*Analysis of Language Errors in Toga Magazine Edition III in December 2018*". In addition, there are still research results that analyze the same thing, namely research from Fernandez (2018) entitled *Analysis of Language Errors in the "FOKUS" Rubric of Student Opinion Magazine*, research Fitriani (2021) entitled *Analysis of Spelling Language Errors in "Mulia Magazine" April 2020 edition*, as well as research from Permatasari (2019) entitled *Language Errors in Pandawa Magazine IAIN Surakarta 2018 Edition at the Spelling and Syntactic Level*. The research conducted explains about the errors that exist in the magazine in the field of linguistics. The language errors in the study were stated to consist of language errors at the level of syntax, semantics, morphology, phonology, and EBI. The meaning of these errors when translated means as follows: first, language errors at the syntactic level are errors in the field of relationships between words and sentences. Second, errors at the semantic level are language errors in the study of language meaning. Third, morphological errors are language errors that are often encountered because of the lack of thoroughness of the article writer

regarding words and word formation. Fourth, phonological errors in the analysis of language errors can be found related to the problem of language sounds with their relation as differentiators of meaning. Finally, errors in the Indonesian Spelling study, which are often found related to spelling problems, the use of capital letters, italics, punctuation marks, and others. The author took Larise Magazine as the object of research because it was analyzed.

B. Method

This research uses descriptive qualitative research method. Inderasari & Agustina (2017) stated that descriptive qualitative research aims to describe systematically, factually, and accurately about the facts, characteristics, and relationships between phenomena that have been provided. The data in this research came from an Indonesian error in Larise Magazine in an article entitled "*Philosophy of Kidungan Jawa "There are Kidung Guarding at Night"*" which was published on Sunday, October 11, 2020. The procedure for collecting data in this research was to read and find words and phrases sentence from article "*Philosophy of Kidungan Jawa "There are Kidung Guarding at Night"*" that published in Larise Magazine. The data collection technique in this research was a note-taking technique. In addition, this research is included in the type of qualitative research so the data obtained are in the form of words (not numbers) and analyzed using qualitative analysis methods. This research uses a written technique. The analysis used in this study is an interactive analysis which includes the steps of a) data collection, b) error identification, c) error explanation, d) error classification, and e) error evaluation.

C. Results and Discussion

In this study, an analysis of errors in writing rules was carried out at the level of syntax, morphology, and accuracy in the use of Indonesian Spelling (EBI). The research sample used was an article entitled "*Filsafat Jawa Kidungan "Ana Kidung Rumeksa Ing Wengi"*" which was published in magazine Larise which was published on Sunday, October 11, 2020. The following is the result of classification of Indonesian language error data in Larise magazine at SMP Negeri 8 Surakarta.

1. Syntactic Level Writing Errors

Two writing errors at the syntactic level were found in the magazine article magazine article Larise entitled "*Ana Kidung Rumeksa Ing Wengi*" published on Sunday, October 11, 2020. The errors found are in the form of sentence structure errors contained in the following two sentences.

- (1) *Filsafat Jawa adalah ilmu yang mempelajari tentang filsafat yang bertumpu pada pemikiran-pemikiran yang berakar pada budaya Jawa"*
- (2) *Penulis sendiri waktu itu belum tahu artinya sama sekali."*

The sentence is less precise and less effective when viewed from the structure of the sentence so that there are some words that must be replaced or omitted to be more precise and effective. Sentence structure is a combination of syntactic functions in the form of sentence building elements consisting of subject, predicate, object, description, and complement. This will affect the sentences that are arranged to be effective or ineffective. Effective sentences are sentences that are short, dense, clear, and complete and can convey complete and precise information. So, the form of justification for the error is as follows.

- (1) "Filsafat Jawa adalah ilmu filsafat yang bertumpu pada pemikiran budaya Jawa".
- (2) "Penulis waktu itu belum tahu artinya sama sekali."

2. Writing Errors at the Morphological Level

One error was found at the morphological level in the magazine article *Larise* entitled *Philosophy of Kidungan Java "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The errors found were in the form of word structure errors, namely in the use of prefixes contained in the following sentences.

- (3) "Dalam "Sarine Basa Jawa", Padmasukatja (1967) **disebutkan** "Kalabendu" sebagai jaman dimana kesusilaan manusia sudah rusak. Ada pengaruh "Bathara Kala disitu".

The word mentioned is the result of the affixation process in the form of the addition of a prefix that is not appropriate if it is included in the context of the sentence. The word mentioned can be changed to mention. The use of the prefix di- (means: in) on the word "disebutkan (means: mentioned)" is a mistake. Prefix di- in Indonesian functions as a passive verb and related to its active form uses prefix me-. In the sentence "In "Sarine Javanese Language", Padikutjatja (1967) mentions "Kalabendu" as an era ..." the subject is an animate noun or person. So, the prefix used should be *me- + the root word that prefix s*, then it changes to *meny-* "me- + sebut + kan = **menyebutkan** (means: mention)". So, the form of justification for the error is as follows. "Dalam "Sarine Basa Jawa", Padmasukatja (1967) **menyebutkan** "Kalabendu" sebagai jaman di mana kesusilaan manusia sudah rusak. Ada pengaruh "Bathara Kala di situ".

3. Spelling Level Writing Errors

There were 8 errors at the spelling level found in the magazine article *Larise* entitled *Philosophy of Javanese Kidungan "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The errors found were errors in writing prepositions, typos, use of particles, writing capital letters, writing standard words, and using punctuation marks.

a. Errors in writing prepositions

Several errors were found in the use of prepositions or prepositions in the magazine article *Larise* entitled *Philosophy of Java Kidungan "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The error is contained in the following sentence.

- (3) "...sebagai jaman **dimana** kesusilaan manusia sudah rusak. Ada pengaruh "Bathara Kala **disitu**".

In the above phrase the word *di* should have a function as a preposition, not as a prefix, so it should be written separately from the word that follows it. In the Indonesian spelling rules, prepositions, such as *di*, *ke*, and *dari*, are written separately from the words that follow them. So, the correct word "*dimana*" is **di mana** and the correct word "*disitu*" is **di situ**. So, the correction of the sentence is "...sebagai jaman di mana kesusilaan manusia sudah rusak. Ada pengaruh "Bathara Kala di situ".

b. Word Writing Errors (Wrong Typing)

Several typos were found in the magazine article *Larise* entitled *Philosophy of Java Kidungan "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The error is contained in the following sentence.

(4) "...jim setan datan purun..."

There is a typo in this sentence. When adjusted to the context of the sentence which is a Javanese kidung poem, the words *jim* and *datan* are not very appropriate. In KBBI, the meaning of the word "*jim*" is the name of the 5th letter of the Arabic alphabet, while the word "*datan*" is not found in its meaning. Judging from the context of the sentence and the discourse, there was an error in writing the word *jinn* into *jim* and the word *coming* into *datan*. KBBI defines the word *jim* as a spirit created from fire, while the word *comes* means arriving at the destination, originating, being present, appearing, later, or later. Thus, the correct writing of the word is the word *jin* and *come* so that it fits the context of sentences and discourses and the meaning can be found in the KBBI. So, the correction of the sentence is "*jinn setan datang purun.*"

c. Even Particle Writing Errors

It was found that one particle writing error *was found* in the magazine article *Larise* entitled *Philosophy of Kidungan Java "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The error is contained in the following sentence.

(5) "Pencuripun menjauh dariku".

In this sentence there is an error in writing particles. According to PUEBI particles *any* a separate written of words medahuluinya except the particles *that* are a series of elements common words written, as though, *evenif*, *while*, and *however*. In this sentence, the particle is *also* preceded by the word *thief* which is included in a noun (noun) so that even the particles can **not be** written in series. Thus, the use of particles *also* must be separated from the word that precedes it, namely the word *thief* so that it is appropriate and in accordance with PUEBI. So, the correction of the sentence is "*Pencuri pun menjauh dariku.*"

d. Capital Lettering Errors

It was found as many as one writing error in the use of capital letters in the magazine article *Larise* entitled *Philosophy of Java Kidungan "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The error is contained in the sentence following.

- (6) "*Namun demikian Orang Tua selalu menjawab pertanyaan dari anak-anaknya dengan penuh kesabaran*".

In the sentence there is an error in the use of capital letters. According to PUEBI, capital letters are used as the first letter of the beginning of a sentence; the first letter of the element of the person's name, including the nickname. In this sentence the use of capital letters in the word "*Orang Tua*" incorrect because it does not comply with the rules for using capital letters in PUEBI as stated above. Thus, the use of capital letters at the beginning of the word '*Orang Tua*' must be changed to lowercase letters, namely "*orang tua*". So, the sentence is "*Namun demikian orang tua selalu menjawab pertanyaan dari anak-anaknya dengan penuh kesabaran*".

e. Corrected Errors in Writing Standard Words

There were three errors in writing standard words in the magazine article *Larise* entitled *Philosophy of Java Kidungan "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11, 2020. The errors are contained in the following sentence.

- (7) "... *beriman dan bertaqwa kepada Tuhan Yang Maha Esa*"

In this sentence there is an error in writing the standard word. According to the KBBI the word "*bertaqwa*" has no meaning. The standard word of *bertaqwa* is *pious*. As stated in the KBBI, the word *bertakwa* has the meaning of carrying out piety. Thus, the correct use of the sentence in the news sentence is *takwaa*. In this sentence, the use of the word *piety* is not appropriate because it is not in accordance with the KBBI. So the correction of the sentence is *... beriman dan bertakwa kepada Tuhan Yang Maha Esa*."

- (8) "...*memberikan pedoman bagi masyarakat Jawa dalam menghadapi datangnya jaman edan atau jaman kala bendhu dan kalatidha*"

In this sentence there is an error in writing the standard word. According to KBBI, the word *era* has no meaning. The standard word for "*jaman*" is *zaman*. According to the KBBI, the word *zaman* means a long or short period of time that marks something. Thus, the correct use of the sentence in the news sentence is *era*. In this sentence, the use of the word '*age*' is not appropriate because it is not in accordance with the KBBI. While the standard word for "*kala bendhu*" is *kalabendu*. As stated in the KBBI, the word *kalabendu* means an era filled with sad or frightening events; dark times. Thus, the correct use of the sentence in the news sentence is *zaman*. In this sentence, the use of the word *kala bendhu* is incorrect because it is not in accordance with the KBBI. So, the correction of the sentence above is *...memberikan pedoman bagi masyarakat Jawa dalam menghadapi datangnya zaman edan atau zaman kalabendu dan kalatidha*".

- (9) "*Kidung ini biasa dinyanyikan pada malam hari, atau selepas shalat malam*"

In this sentence there is an error in writing the standard word. According to the KBBI the word "*salat*" has no meaning. The standard word for "*shalat*" is *salat*. As stated in the KBBI, the word *salat* has the meaning of the second pillar of Islam, in the form of worshipping

Allah SWT. So the correction of the sentence is " *Kidung ini biasa dinyanyikan pada malam hari, atau selepas salat malam.*

f. Punctuation Error

One punctuation error was found in the magazine article *Larise* entitled *Philosophy of Java Kidungan "Ana Kidung Rumeksa Ing Wengi"* which was published on Sunday, October 11 2020. The error is contained in the following sentence.

(10) " *Kidung ini biasa dinyanyikan pada malam hari, atau selepas shalat malam*"

In this sentence there is an error in the use of a comma (,). According to PUEBI, a comma (,) is used between elements in an itemization or numeration; before conjunctions, such as *tetapi*, *melainkan*, and *sedangkan*, in a compound sentence (equivalent). In this sentence, a comma (,) is placed before the word *or is* **not appropriate** because it does not declare one of the functions of the comma (,). Thus, the use of a comma (,) in the sentence must be removed. So, the correction of the sentence is " *Kidung ini biasa dinyanyikan pada malam hari atau selepas shalat malam.*"

D. Conclusion

Based on the discussion of the data above, both at the syntactic, morphological, and EBI levels, it can be concluded that the tendency of language errors in *Larise* magazine is mostly found at the EBI level. In the data classification at the syntactic level, there are 2 errors in the use of effective sentences. At the morphological level there is 1 error. Error analysis at the morphological level in this study is the affixation error, namely the use of the prefix *di-*. Errors found related to Indonesian Spelling such as errors in using punctuation marks, using capital letters, using standard words, using prepositions, and using particles. So, the total language errors that have been analyzed in *Larise* magazine are 11 errors. Future research is expected to be able to analyze and examine language errors more deeply than this research.

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The Effect of Using Gadgets on The Level of Learning and Spirituality of Students During the Covid-19 Pandemic

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Abstract: Talking about education is certainly closely related to the generation of students. If we look at the current state of education, especially the quality that exists within students, it is very concerning. Cellphones that should be used for learning in schools are now only limited to playing games. Not a few students want to read textbooks, because they are busy reading chats from their girlfriends. Not even a few students go to the mosque to perform Dhuha prayers and Fardhu prayers because they are busy tik-tokan. Generations of students are starting to spend a lot of time in front of gadgets. The generation that Allah says in the Qur'an as the Khoiru Ummah, is now a rare thing to see. The purpose of this study was to interpret the influence of gadgets on the level of learning and spirituality of students during the covid-19 pandemic. This research is a type of qualitative research with a qualitative descriptive research approach. Data collection techniques used are observation methods, documentation methods and interview methods. The data analysis technique used is Milles, Huberman and Saldana with the stages of data collection, data condensation, data presentation and drawing conclusions. The results showed that the influence of gadgets on the level of student learning, greatly decreased. Likewise, the level of spirituality of students during the Covid-19 pandemic, is very low. This is evidenced by the teachers who teach students at Madrasah every day, as well as student learning outcomes when doing daily tests and when doing assignments both at school and at home.

Abstrak: Berbicara tentang pendidikan tentu erat kaitannya dengan generasi peserta didik. Jika kita lihat kondisi pendidikan saat ini, terutama kualitas yang ada di dalam diri peserta didik, begitu sangat memprihatinkan. Handphone yang seharusnya digunakan untuk belajar di sekolah, kini hanya sebatas untuk media bermain game. Tidak sedikit siswa yang mau membaca buku pelajaran, karena mereka sibuk membaca chatan dari sang pacar. Bahkan tidak sedikit siswa yang pergi ke masjid untuk melaksanakan sholat dhuha maupun sholat fardhu karena mereka sibuk tik-tokan. Generasi peserta didik mulai banyak yang menghabiskan waktu dan umurnya di depan gadgetnya. Generasi yang Allah katakan di dalam Al-Qur'an sebagai khoiru ummah, kini menjadi hal yang jarang terlihat. Tujuan dari penelitian ini adalah untuk menginterpretasikan mengenai pengaruh gadget terhadap tingkat belajar dan spiritualitas siswa pada masa pandemi covid-19. Penelitian ini merupakan jenis penelitian kualitatif dengan pendekatan penelitian deskripsi kualitatif. Teknik pengumpulan data yang digunakan yaitu metode observasi, metode dokumentasi dan metode wawancara. Teknik analisis data yang digunakan ialah Miles, Huberman dan Saldana dengan tahapan koleksi data, kondensasi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengaruh gadget terhadap tingkat belajar siswa, sangat menurun. Begitupun juga tingkat spiritualitas siswa pada masa pandemi covid-19, sangat rendah. Hal itu dibuktikan dari guru yang setiap hari mengajar siswa-siswi di Madrasah, serta hasil belajar siswa pada saat mengerjakan ulangan harian maupun pada saat mengerjakan tugas baik di sekolah maupun di rumah.

A. Introduction

The world today is in the era of the development of science and technology. One of the results of the development of science and technology is gadgets. Gadgets are electronic devices that function as communication tools and sources of information, for example smartphones, computers, laptops, tablets and others. The thing that distinguishes gadgets from other electronic devices is the element of novelty. Gadgets always update the system to the features it provides, thus making human life more practical and instant, one of which is on smartphones. Smartphones or what we often call HP are gadgets which in Indonesia itself are almost owned by everyone, both young and old (Marpaung, 2018). Even today, there are children who are given smartphone facilities by their parents. Features such as games and videos are interesting things that are liked by children, so parents give their children to play smartphones so they are not fussy (Hakim et al, 2021). This will make children addicted to playing gadgets. According to Hovart, addiction is not only found in substances but in certain activities that are carried out repeatedly and have a negative impact (Kasetyaningsih, 2015).

Gadgets in the world of education today are not only to find learning resources but also as a place to learn. The presence of the corona virus disease 2019 (Covid-19) outbreak which has hit 215 countries in the world, poses a challenge to the world of education. (Sadikin & Hamidah, 2020). The Covid-19 pandemic that has changed the world to keep our distance because we are prohibited from doing activities in groups or are limited, which makes the world of education change the way of learning from face to face to online to reduce the risk of contracting Covid-19. An online learning system through a gadget in the form of a computer, laptop, or smartphone connected to an internet connection network (Daulay et al, 2020). Online learning allows educators and students to meet at the same time even in different places. So that online learning has more flexible learning time, where learning can be carried out anytime and anywhere (Chairulhaq et al, 2021). Covid-19 itself is a virus that attacks the respiratory tract characterized by coughing, runny nose, fever, shortness of breath and can even cause death. In line with the handling of Covid-19 by the government, there are currently several policies in the implementation of learning, namely learning that is carried out fully online or carried out online and face-to-face. Of course, when face-to-face, you must maintain the health protocol, namely washing your hands regularly with soap and clean water, wearing a mask and keeping a distance. (Amri et al, 2020).

Gadgets with complete features are not only for finding learning resources but can be used as learning media. Features such as games, YouTube, Instagram, quizzes, paint, photos, video editors, calculators, google search or often called "Mbah Google" and others are things that students enjoy (Rokhim, 2021). Online learning support applications such as zoom, google meet, classroom, padlet and others. While the application of learning materials, namely Ruang Guru, Quipper, Zenius, and others. However, seeing the fact that students who are in the environment around the researcher, they tend to install games such as Mobile Legend, PUBG, Free Fire and others. Social media such as Tik-tok, Instagram,

Youtube, Twitter, Whatsapp and others can be used for friendship and adding friendship. Applications in gadgets can be a tool to develop self-potential, but can also be a tool to damage the personality of students (Ismail, 2018). Application features in gadgets such as videos, music, games, and other software can be used as entertainment (Siregar & Wiza, 2021).

In essence, playing games and social media is not prohibited if in a standard portion. However, it was found that students who played games and social media forgot the time and place. For example, if the teacher is explaining the material, someone is busy scrolling Instagram, playing games and forgets to pray fardhu and others. Especially during the covid-19 pandemic where schools are online. So that teachers cannot supervise their students directly because they are blocked by different places and when they are doing face-to-face online many students close their cameras. This makes the teacher unable to determine whether the students actually follow the lesson or not. In addition, the use of gadgets can make children lazy to read books because they get short material from the internet, excessive use can make children lazy to do activities and interfere with learning concentration, and its impact on health can damage the eyes (Iqbal et al, 2020). Another impact of gadgets can make academic achievement decline, mental damage, and indifferent to the surrounding environment (Mauladina & Giantara, 2020).

Gadgets can affect morals, religiosity, learning achievement, learning outcomes, interest/level of learning and spirituality. Gadgets have little or no influence on the mindset, behavior and actions. Parents are required to always accompany their children in playing gadgets so that children do not tend to like playing games or social media instead of studying and doing assignments. The level of student learning can be regarded as student learning interest. Interest in learning is the seriousness of students in focusing themselves by following learning well (Hudayana, 2018). So that the level of student learning can be said as how serious students are to take part in learning. Interest in learning is a sense of liking, interest, attention of students towards learning activities which is indicated by the behavior of students who are active and enthusiastic in learning. If students have a high interest in learning, then this will affect the ease with which students receive the material being studied. In addition, interest will reduce boredom in lessons (Kurniawan and Makin, 2021).

Students' interest in learning is shown by understanding the material or not being bored in participating in learning, this is also related to the impact if students have a good interest in learning so that the understanding of the material obtained reaches the spiritual side. Spirituality is not only found in places of worship and is not always synonymous with religion, although one of its sources is in religion. In Islam, kebatinan or spiritual is always directly related to the One God (Solehudin et al, 2021). According to Michael Levin in the writings of Galang et al, spiritual intelligence is a perspective that directs how to think towards the deepest nature of human life, namely self-servitude to the Most Holy and All-encompassing. The highest spiritual intelligence is seen if the individual reflects it in everyday life. In the form of an attitude that reflects his appreciation of deep wisdom and

wisdom, with a holy path leading to the Creator. The process starts from the existence of spiritual awareness within the individual. Furthermore, this spiritual awareness encourages the emergence of spiritual understanding in children through the guidance of parents and their environment. So that with this understanding the child will be able to carry out a deep appreciation, which ultimately achieves spiritual meaning. This meaningfulness is the main source of the formation of spiritual intelligence. Spiritual intelligence allows individuals to better know what actions they will take which are good and right based on conscience, so that the function of spiritual intelligence is as a basis for considering ethical or not actions because its form itself is in the form of a moral attitude that is considered noble by the perpetrators of the action (Saputra et al, 2020). Spirituality can also be said as a way back to the path of religion, namely divinity and self-control. According to Danah Zohar in Moh. Sulaiaaman et al. The characteristics of spiritual intelligence are recognizing the deepest motives, having high intelligence, being aware of oneself deeply, being able to take advantage of and overcoming difficulties, being able to stand tall or different from the crowd, reluctant to disturb or hurt, treat religion and death spiritually. Sulaiman et al (2018). Playing gadgets excessively to forget the time will affect spirituality. Because what we see will affect the behavior we will do. What we watch on gadgets and we like we tend to follow. Though we have to think about the impact of the behavior that we will do. As humans, we have an obligation to our Lord, namely to worship. Playing gadgets and forgetting the time can make us leave the obligation to worship (Syifa et al, 2019). For example, when praying when starting lessons, students do not focus on praying, but their minds are only playing with gadgets, or it could be when praying, they play games and don't even pray. In addition, the influence of gadgets on the spiritual side can be seen when viewing social media content that displays physical advantages. For example, seeing white people makes black people feel insecure so they want to change their bodies to be what they see them. Even though we as humans must accept and be grateful for what God has given us. Another effect of gadgets is when they are addicted and make someone irritable so they are easily influenced, for example to vilify the teachings of other religions or not respect other religions and even choose friends based on religion alone.

The impact of gadgets makes the author want to examine how the influence of using gadgets on the level of learning and spirituality of students during the covid-19 pandemic. Previously there have been studies on the same thing, but the difference in this study lies in the focus of the thing to be studied. Existing research includes research on 1.) The effect of gadgets on student interest in learning and discipline with the results that a. There is no positive effect of gadgets on discipline, b. There is no positive effect of gadgets on interest in learning, and c. There is no linear influence of gadgets on discipline and interest in learning (Hudayana, 2018). 2.) The effect of using gadgets on the emotional and moral development of students so that there are positive and negative impacts of gadgets. positive impact as a medium of information, communication, and learning media, while the negative impact is the emotional and moral impact. The forms of these emotions are self-doubt, feelings of shame, guilt and low self-esteem. Forms of moral disturbance are rude speaking,

lying and so on (Hakim et al, 2021). 3.) The influence of gadgets on religiosity with negative and positive impacts, namely the negative impact of not caring and seeming indifferent to religious values, the positive impact is increasing religiosity through easy access to information supported by applications related to religion (Yuliana, 2018). And 4.) The effect of using gadgets on student achievement, the result is that the use of gadgets can affect student achievement (Kurniawan, 2020). While this research will examine the level of learning and spirituality of students. There are also differences in data and where the research was conducted.

B. Method

This type of research is qualitative research. The researcher uses this type of qualitative research because with this qualitative research the researcher can emphasize many aspects of one variable if possible as a problem that is studied more deeply and is closer to the data taken because the researcher follows the activities of the informants. While the research approach used is descriptive qualitative research in which this research provides an explanation or description of the object under study.

This study is intended to explain or interpret the effect of using gadgets on the level of learning and spirituality of students during the covid-19 pandemic. Thus, researchers can analyze and describe the facts about the effect of using gadgets on students' learning levels and spirituality.

MTS Negeri 2 Sleman which is located on Jalan Magelang Km.17, Ngosit, Margorejo, Tempel, Sleman, Yogyakarta is the location chosen by researchers to conduct research, because during the covid-19 pandemic researchers were carrying out field experience practices as well as teaching practices at MTS N 2 Sleman. Thus, researchers will find out as much as possible about the impact of the influence of gadgets on the level of learning and spirituality of students during the COVID-19 pandemic.

The population in this study were all teachers at MTS N 2 Sleman. While the sample in this study were teachers who were directly involved with students in teaching the subjects taught by each teacher.

The data used in this study can be classified into: (1) Primary data, namely data obtained directly from the object under study. Included in the primary data are the results of interviews with informants and documents from MTS N 2 Sleman. (2) Secondary data, namely data obtained from other than primary sources (second, third, etc.). Included in secondary data are supporting data from journals, books, magazines, newspapers, articles, internet, and social media related to the object of research.

In this study, the researcher used the validity of the data by testing the credibility and by means of triangulation. Triangulation is checking data from various sources in various ways and times. There are three types of triangulation in qualitative research, namely source triangulation, technical triangulation, and time triangulation. However, the researcher will only use two ways of triangulation, namely: 1) Triangulation of sources, to test the credibility of the data by checking the data obtained from several sources. 2) Triangulation

Technique, to test credibility by checking data to the same source with different techniques. If this method produces different data, then a discussion is carried out with the relevant participants to obtain relevant and testable data (Sugiyono, 2017).

In this study, the data collection procedures carried out by the author are as follows: (1) Interview method. In this study, the authors tried to find information through interviews with related informants. In relation to qualitative research, the authors determine the informants who are expected to provide information in accordance with the research focus, namely the MTS N 2 Sleman teacher. This informant was selected based on certain criteria, including that the informant not only knows and can provide information, but also has lived it seriously as a result of his long involvement with the activity concerned. (2) Observation method. In this case, the researcher observes directly to the object of research with the aim of obtaining accurate data so that a discussion in this study will be achieved. Researchers pay attention to what is happening, listen to what is said, question information and study documents owned by informants (Sugiyono, 2017). (3) Documentation method, which is a technique of collecting data by collecting and analyzing documents in the form of writing or pictures. Documentation is done by reviewing documents related to research, including secondary sources.

The data obtained were analyzed using content analysis techniques. This technique includes three conditions, namely: objectivity, systematic approach, and generalization. (Bungin, 2013). The data analysis method used in this study is inductive in nature, namely the analysis based on the data obtained. To analyze the data, the researcher used a data analysis model from Miles, Huberman and Saldana which is known as the interactive model. Miles, Huberman and Saldana stated that this data analysis activity is an interconnected activity before, during, and after data collection in parallel form to build general insights called analysis (Sugiyono, 2017).

Data analysis activities with this interactive model include: 1) Data condensation, this process refers to the process of selecting data, focusing the data obtained, simplifying data, abstracting data, and transforming data that approximates the whole part of the document, and empirical materials. 2) Data presentation, which is a process of organizing, unifying, and summed up information. 3) Drawing conclusions, in this process, researchers research such as looking for understanding that does not have a pattern of noting the regularity of explanations, and causal paths in which the final stage concludes the entire data obtained.

C. Result and Discussion

1. The Effect of Gadget on Students Learning Level

From the results of interviews conducted by the author with teachers at MTS N 2 Sleman regarding the influence of gadgets on students' learning levels during the covid-19 pandemic, Mrs. Siti Marmiyati S.Pd who is often called Mrs. Marmi who is a teacher of Indonesian subjects at MTS N 2 Sleman said that while Mrs. Marmi was teaching in class, there were still students who did not listen to the teacher's explanation. In fact, when Mrs.

Marmi gave assignments to students online using the Ge-School Application, there were still students who did not do the assignments at all.

The learning carried out at MTS N 2 Sleman is carried out using Blended Learning, where learning is carried out online and offline. Class VII, VIII, and IX students on Monday, Tuesday, Wednesday who enter Madrasah are odd absent. Then Thursday, Friday, Saturday leaving for Madrasah is an even absence. Furthermore, Monday, Tuesday, Wednesday those who enter Madrasah are even absent. Then Thursday, Friday, Saturday leaving for Madrasah is an odd absence. And so on. Thus, students who are at home do not mean that there is no teaching and learning. Teachers continue to monitor student attendance and always supervise students during learning through an application called Ge-School.

However, in reality, students who are at home, when there is an Indonesian language lesson, there are still students who are not present and do not participate in online learning. Mrs. Marmi, who is a class IX teacher of Indonesian, said honestly that Mrs. Marmi is not willing to call every day, morning, afternoon, evening or night to students who never do assignments. Mrs. Marmi is not ashamed of all that. There are even students who dare to speak impolitely, but Mrs. Marmi considers it a normal thing and never holds a grudge against her students. Because for Mrs. Marmi, education is number one.

Andre is one of the class IX students who was contacted by Mrs. Marmi, the Indonesian language teacher. Even though her calls were repeatedly rejected, Mrs. Marmi really cares and cares for her students. Mrs. Marmi doesn't want the students taught in her class to get bad grades. Mrs. Marmi doesn't want the students of MTS N 2 Sleman not to gain knowledge, let alone Islamic knowledge. Because after all, the students of MTS N 2 Sleman are already considered like their own children. Bu Marmi feels that the salary provided by the State is just a bonus. Because in truth, when we teach and our intentions are lillahi ta'ala, whatever activities we do while in the world, it will be rewarded, and as a weight for Windom the scales of righteous deeds when the Day of Judgment comes.

As an educator, Mrs. Marmi realizes that in teaching material to students, she does not just provide material. However, Mrs. Marmi always gives advice to her students. The advice given by Mrs. Marmi is nothing but about the Islamic aqidah. Don't forget, before the lesson starts, Mrs. Marmi always tells her students to pray first. After that, Mrs. Marmi gave advice in the form of Islamic religious knowledge, so that students can gain enlightenment before learning takes place in class. Then after praying and giving advice and advice, Mrs. Marmi gave the subject matter that would be studied in class.

However, because in Madrasahs there are no rules for asking students to collect cellphones during learning, this causes some students to not pay attention to the teacher's explanation. In fact, when the teacher gives assignments to students in class, there are still students who are even busy playing Mobile Legend, playing Zombies, and so on.

That is the reason why the gadget is very influential on the level of student learning. Books that should be read to be studied and practiced, are now only limited to display and decoration at home. Not a few students want to read textbooks, because they are busy playing gadgets. Not a few students who want to study to prepare for the Final Semester

Exam, because they are busy chatting. In fact, every time you want to sleep and wake up, all you think about is gadgets, gadgets, and gadgets.

Mrs. Wahyuningsih S.Pd who is a teacher and homeroom teacher for class IX B at Madrasah Tsanawiyah Negeri 2 Sleman also said that during the covid-19 pandemic, students of MTS N 2 Sleman were very minimal in their studies, so the results of the students' daily tests were available. who get a bad score below the KKM. Not a few of the students who get good grades above the KKM. Moreover, if students already hold their gadgets, the textbooks do not want to be read, let alone touched. Therefore, student learning outcomes also decreased. Finally, students no longer have the enthusiasm to learn.

However, Mrs. Wahyu as the homeroom teacher for class IX B always gives motivation and advice to her students. Start from before learning begins. Bu Wahyu always tells students to use their cellphones for useful things, such as for learning when the teacher gives assignments online, or when there are questions from the teacher then students are asked to look for answers on the internet, and so on. So that way, it will minimize and reduce students in using gadgets for things that are less useful.

Mrs. Wahyu, who is one of the teachers at MTS N 2 Sleman, once gave daily test questions to her students in offline classes. However, among the class IX B students, there were only 3 students who got good grades, and the other students got scores below the KKM. However, when the teacher gives assignments online at home through the Ge-School Application, students who work on questions at home, most of the students do not do daily test questions. Finally, students who did not do the test were asked to come to the Madrasa to do the test offline.

Even in class. Mrs. Wahyu has explained the material used for daily tests. However, I also have self-students who don't pay attention to the teacher's explanation because the students are busy with their gadgets so that it has an impact on student learning outcomes which decrease. Therefore, not a few of the students want to listen to the teacher's welding, because they are busy in front of their cellphones. Not even a few of the students are active in answering questions from the teacher because they are busy chatting with their gadgets.

2. The Effect of Gadgets on Students Spirituality Level

When learning Indonesian, Mrs. Marmi tried to ask the students of MTS N 2 Sleman. For students who raise their hands, will be given money Rp. 50,000.00. Then Mrs. Marmi asked her students, "Please answer honestly, who in this class was doing the Fajr prayer?" None of the students raised their hands. Astaghfirullah things adzhim. Is it a generation of agents of change? Is that the generation that Allah says is the *khoiru ummah*? Islamic religious knowledge given 2 hours of lessons in one week, is that enough to shape the character of students who have noble character? Not. Religious lessons should be longer than other lessons. Because religious education is very important to be taught to every student according to their respective beliefs. For this reason, Islamic religious knowledge teaches students to be kind, respectful and obedient to teachers. However, currently religion

is only underestimated by some students, because it is an easy lesson. In fact, if we study more broadly, religious lessons are very broad and we must even be obliged to study them.

The influence of gadgets is not only about worship, but also affects the morals of students. Lately, students' morale is low because they dare to yell at the teacher, dare to fight and even kill him. It is also one of the consequences of gadget addiction. How can this happen in our own country, Indonesia? It really tarnishes the good name of education in Indonesia. Students who are supposed to be the next generation of leaders of Islamic civilization, but now many are influenced by gadgets. Why did it happen? Isn't that a big problem for Indonesia? Or is it something that we take for granted? In fact, in Islam, we as students are taught to respect each other who are older than us, especially teachers. The teacher who has given us knowledge, who has a very noble position in the eyes of Allah SWT. We should respect. We are forbidden to speak harshly let alone raise our voices to the teacher. We are also prohibited from talking when the teacher is transferring knowledge to us. Students do that, because gadgets have poisoned their minds, so religion is no longer applied in everyday life. Religious knowledge is only limited to knowledge, but is not practiced or applied in everyday life. For this reason, students' morals and morals gradually become low.

Even though Mrs. Marmi already has a family, Mrs. Marmi always puts students at MTS N 2 Sleman first. Every time Mrs. Marmi would pick up her young son from kindergarten, she always put the students at MTS N 2 Sleman first, and she couldn't bear to leave her students. Because, students are the generation of civilization. The generation of *khoiru ummah* as mentioned in the Qur'an Surah Ali-Imran verse 110 which means: "You are the best ummah who was born for humans because you call on what is right and forbid what is evil". The generation that will change the fate of the Indonesian people for the better. The generation that will print changes in Islamic civilization.

During the daily test, Mrs. Marmi as an Indonesian teacher at MTS N 2 Sleman gave assignments to students to read a text, then students were asked to answer questions from the text that had been read, including what the topic was from the reading text, where was the setting the event, and what is the message or message that can be obtained from the results of the reading text. From this question, there are still students whose scores are still below the KKM, which is 75. Students who get good scores above the KKM can only be counted on their fingers.

Not infrequently teachers like Mrs. Marmi are willing to go in the middle of the night just to call their students asking if their assignments have been done or not. Not a few teachers today are willing to give honest grades as they are because they do not want their students to be given grades below the KKM. Not even a few teachers who instill Islamic religious values on the sidelines of teaching because they focus on the administration of teachers who have to meet deadlines every day. Therefore, students who should have been instilled in the Islamic creed from an early age from their parents, are now confined to schools.

Parents who should be the number one educators at home, can only rely on schools as places to gain knowledge. In fact, it is parents who should give knowledge to their children. Teachers in schools are only as intermediaries and guides in teaching and learning in schools. However, the people who play the main role in educating their sons and daughters are none other than parents.

Mrs. Wahyuningsih S.Pd, who is often called Mrs. Wahyu, said that the spirituality level of students during the COVID-19 pandemic was somewhat less elevated and tended to be low. Because, from the observations and interviews of teachers with students, only a few students are willing to carry out fardhu prayers in an orderly manner. In addition, only a few of the students are willing to read the Qur'an at home. Not many students want to do the sunnah prayer at school, because they are busy playing with their gadgets. Therefore, gadgets have a huge impact on the level of intelligence of students in learning and the level of spirituality of students.

D. Conclusion

Based on the results of the research and discussion that the authors have described above, it can be concluded that the effect of using gadgets on student learning levels at MTS N 2 Sleman is greatly decreased. This can be seen from student learning outcomes when doing daily tests and when doing assignments both at school and at home.

Meanwhile, the effect of using gadgets on students' spirituality levels during the COVID-19 pandemic is very low. This is evidenced by the teacher who teaches students at Madrasah every day, and the teacher tries to ask questions and give gifts to students who perform the Fajr prayer, but none of the students raise their hand. Thus, the use of gadgets is very influential on the level of student worship and the level of student learning during the covid-19 pandemic.

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Correlation Self-Efficacy and Adversity Quotient of Students at SMK Muhammadiyah 2 Wedi Klaten

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Abstract: This study aims to determine whether there is a correlation between self-efficacy and adversity quotient for students of SMK Muhammadiyah 2 Wedi Klaten. This type of research uses quantitative research methods with a correlational approach. Sampling methods using simple random sampling with data collection techniques in the form of a scale. The research subjects were 70 students from class XI of SMK Muhammadiyah 2 Wedi, Klaten. The results obtained correlation analysis (r_{xy}) of 0.708 with a p-value 0.000 that is lower than 0.05, meaning that there is a significant positive correlation between self-efficacy and the student's adversity quotient. This can indicate that the higher the student's self-efficacy, higher the adversity quotient of the student, then H_0 is rejected and H_a is accepted. Self efficacy and adversity quotient in students of SMK Muhammadiyah 2 Wedi, Klaten are classified as moderate. The coefficient of determination (R^2) of the correlation is 0.724, meaning that self-efficacy contributes effectively to the adversity quotient by 72%, which means there are 28% of the other factors that affect students adversity quotient.

Abstrak: Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan antara self efficacy dengan adversity quotient siswa SMK Muhammadiyah 2 Wedi Klaten. Jenis penelitian ini menggunakan metode penelitian kuantitatif dengan pendekatan korelasional. Pengambilan sampel menggunakan simple random sampling dengan teknik pengumpulan data berupa skala. Subjek penelitian sebanyak 70 siswa dari kelas XI SMK Muhammadiyah 2 Wedi, Klaten. Hasil penelitian didapatkan analisis korelasi (r_{xy}) sebesar 0,708 dengan p-value $0,000 < 0,05$ artinya terdapat hubungan positif yang signifikan antara self efficacy dengan adversity quotient siswa. Hal itu dapat menunjukkan bahwa semakin tinggi self efficacy siswa maka semakin tinggi pula adversity quotient yang dimiliki siswa, maka H_0 ditolak dan H_a diterima. Self efficacy dan adversity quotient pada siswa SMK Muhammadiyah 2 Wedi, Klaten tergolong sedang. Adapun koefisien determinasi (R^2) dari korelasi tersebut sebesar 0,724, artinya self efficacy memberikan sumbangan efektif terhadap adversity quotient sebesar 72% yang berarti masih terdapat 28% dari faktor lain yang mempengaruhi adversity quotient siswa.

A. Introduction

Adolescence is the most important period in the life span, where individuals experience a transition period from children to adults. During this transition period, individuals experience various changes, including cognitive changes, physiological changes, and socio-emotional changes. Erikson (in Santrock, 2013) Adolescence is a time when individuals are faced with the challenge of discovering who they are, how they will be, and which direction they want to take in life.

According to the age range division proposed by Hurlock (2017) a person can be said to be a teenager when he is 13-18 years old. Vocational High School students are included in the adolescent age. Adolescence is the best period for learning, because at this time individuals reach physical and spiritual maturity as a whole so that they are able to learn optimally. At this time, teenagers also learn a lot about everything due to the great curiosity that exists in them. Learning activities are the most basic activities for students, but each student's learning activities do not always run smoothly. Many problems that must be faced by teenagers related to education.

The adolescent phase is preceded by the emergence of strong self-esteem, strong expression, and high courage. Therefore those who are in this phase often make noise, disturbing chaos. Usually in a noisy and excessive atmosphere of a physical nature, it is more common in boys. Girls are more into the expression bitchy, irritable, and sulky. Physical strength and greatness are often the main concern, so many teenagers who want to be famous in terms of physical strength are admired and appreciated. Meanwhile, in women the desire to get appreciation and attention is on the appearance of themselves with excessive makeup. They are easy to fall into a competitive atmosphere (Diananda, 2019).

Vocational High School (SMK) is a vocational school that equips students with special skills to prepare superior resources to meet the demands of the work environment. In vocational education, students are also given formal education materials such as regular high school (SMA). However, the portion of the lessons provided is adjusted to the vocational and practical material. Practices are held to hone students' skills in a real and direct manner. Practical learning is also more important because students are required to think and act simultaneously (Depdikbud, 2003).

Adversity quotient is an individual's ability to observe and manage difficulties with their intelligence so that it becomes a challenge to solve (Stoltz, 2018). Phoolka and Navjot (2012), fighting power is a tool to predict a person's success in facing difficulties. Aziz (in Wardani & Saidiyah, 2016) someone who has high fighting power will try to remove the obstacles that prevent him from achieving success. The success of students in learning is influenced by how students overcome existing difficulties. Everyone's way of dealing with adversity is different.

Likewise, the level of intelligence of a person is different. Intelligence in the face of one type of adversity is the adversity quotient. Adversity quotient is a person's intelligence in overcoming every difficult situation that arises. Adversity quotient is often associated with fighting power to fight adversity. Adversity quotient is considered to be very supportive of

student success in improving the quality and achievement of learning. Students who have good adversity quotient will be better able to overcome the difficulties they are facing. Students with low adversity quotient tend to perceive difficulties as a barrier to struggle and cause the quality of student achievement to be low (Hidayat & Sariningsih, 2018).

Adversity quotient or fighting power is an important understanding of what is needed to achieve success. Individual success or failure in life is determined by adversity intelligence. Adversity quotient can tell the extent to which individuals are able to survive and overcome the difficulties they face. Adversity quotient can distinguish individuals who are able to overcome difficulties and those who are not able to overcome difficulties. Adversity quotient can also assess individuals who will meet expectations and who will fail to meet expectations, and are able to determine individuals who will give up and who will survive in difficult situations (Nurhayati & Fajrianti, 2015).

Students who have a good adversity quotient will be able to withstand complex questions that require analysis. On the other hand, students with low adversity quotient will easily get stressed and show an unenthusiastic attitude during learning and easily give up and despair. Adversity quotient is divided into 3 parts, namely quitters, campers, and climbers (Purwasih, 2019). Students who have the type of quitters will easily despair and stop while working on the questions. These students give up easily, tend to be passive, and have low motivation to solve problems. Students campers try to solve the existing problems and try to solve them. The efforts that have been made by the campers have not reached the peak of success and are easily satisfied with the success they have achieved. They are still trying to fulfill the needs of security and security as well as togetherness. Students who climbers type are students who always try to reach the peak of success and have a strong desire to try to solve problems. Always motivate him to stay passionate about achieving his dreams and desires. Climbers will try to achieve success regardless of background, profits, losses, bad luck, and good luck (Purwasih, 2019).

In the context of education, students must be able to overcome obstacles or failures to become opportunities and challenges for them to get the goals they want to achieve. For this reason, performance is needed for the adversity quotient as the intelligence behind success. Stoltz (2018) one of the factors of the adversity quotient is belief. Confidence in one's own abilities can influence a person in dealing with a problem and help someone in achieving the desired goal. Students who have confidence that they will be able to face and overcome problems that become obstacles to success for themselves, confidence in their abilities can also be called self-efficacy (Azzura, 2017).

Bandura (1997), says that self-efficacy is a perception of oneself to see how capable oneself can function in certain situations. Alwisol (2018), self-efficacy is a self-assessment, whether oneself is able to do something well or badly, right or wrong, can or cannot do something according to what is required. Gibson et al., (in Saidah & Aulia, 2014), self-efficacy is the belief that a person is able to perform well in certain situations. Santrock (in Triyono & Rifai, 2018) defines self-efficacy as the belief held by an individual that he or she is able to do or complete a task or job and master the situation and give positive results.

Self-efficacy is self-confidence in dealing with the task at hand. Various studies also show that self-efficacy has an effect on motivation, tenacity, and learning achievement. Individuals who have low self-efficacy feel less confident that they can complete tasks well. So, they choose to avoid the task. The low self-efficacy is not only experienced by individuals who do not have the ability to learn, but can also be experienced by gifted individuals (Utami, 2013).

Self-efficacy is a belief in one's ability to organize and carry out a series of actions that are considered necessary. So as to achieve a result as expected. Among the effects of self-efficacy is a form of self-evaluation related to one's perception of one's competence and ability to complete certain tasks. Self-efficacy is a person's evaluation of his ability or competence in completing tasks, achieving goals, and overcoming obstacles. Self-efficacy is a concept to categorize parts of a broader theory about spirit and ways of thinking. Self-efficacy is an assessment of the specific content of competence in the formation of special tasks which include the ability to do something in different situations (Adiputra, 2015).

Self efficacy is one of the important factors in determining a person's achievement, especially in carrying out tasks. Self-efficacy has a positive, mutually supportive correlation. If a student has good problem-solving skills, then a student also has good self-efficacy. With high self-efficacy, in general a student will find it easier and succeed in exceeding the practice questions given to him, so that the final result of the learning is reflected in his academic achievement (Jatisunda, 2017).

Students with strong self-efficacy will have motivation, courage, and perseverance in carrying out the given task. Students with low self-efficacy will distance themselves from difficult tasks and quickly give up when faced with obstacles. This is indicated by the behavior of giving up when it is difficult to solve the problems at hand. This behavior also appears when students get information about a material. The material is difficult so that students tend not to believe that they can solve problems related to these problems. As a result, students cannot achieve learning success in learning, even though student abilities can be formed through the formation of good self-efficacy (Alifia & Rakhmawati, 2018).

Students who get high scores in solving problems will have high self-confidence as well. The success of students in achieving high marks is due to their belief and active effort in learning. Self-efficacy determines how much effort students will make and how long students can persist in overcoming obstacles. As a result, self-efficacy also affects the achievement of learning achievement. The more confident students are in their abilities, the better their decision-making abilities will be. Self-efficacy plays an important role for students in solving existing problems (Putra et al., 2018).

Self-efficacy is an individual's ability to be influenced by the level of ability and skills possessed. Individuals who are confident will always believe in every action they will do. Feel free to do things according to his wishes and be responsible for his actions. These conditions can be a spirit in facilitating the learning process. Feelings of inferiority or shame are obstacles for a student in the learning process (Oktariani, 2018).

Someone who has high self-efficacy will have a desire to increase his experience and knowledge in many fields, never give up, work hard, and be tenacious in improving his business. Positive behavior carried out by individuals who have self-efficacy high will increase individual intelligence in solving the difficulties they face (adversity quotient). Someone who has self-efficacy high will increase their motivation to keep trying to achieve success.

From the results of observations made by researchers at SMK Muhammadiyah 2 Wedi. The results of the initial questionnaire filled out by 90 students showed that there was a gap in the level of self-efficacy between groups of students with one another. Likewise, the adversity quotient is quite different. This makes researchers interested in surmising whether there is a correlation between self efficacy so that it can affect adversity quotient students'. And vice versa, is there a correlation between self-efficacy so that it can affect adversity quotient students'. Researchers conducted a study to determine the correlation between self-efficacy and adversity quotient students of SMK Muhammadiyah 2 Wedi, Klaten.

B. Method

Researchers use quantitative research methods with a correlational approach. Azwar (2017) qualitative method is a research procedure that emphasizes its analysis on data in the form of numbers, collected through measurement procedures and processed by statistical analysis methods. The correlational approach is an approach that aims to determine the strength and direction of the correlation on research variables (Azwar, 2017).

The subjects of this study were students of SMK Muhammadiyah 2 Wedi Klaten class XI, totaling 70 students. The research sampling method was simple random sampling. Simple random sampling is a sampling technique by taking randomly sampled members from the population without paying attention to the strata that exist in the population (Sugiyono, 2018).

Data collection in this study used a psychological scale as a primary data collection tool. Psychological scale is a measurement instrument to identify human psychological constructs. The self-efficacy variable was measured using the self efficacy scale compiled by the researcher with five expert judgments and the variable was the adversity quotient measured using the scale adversity quotient compiled by the researcher with five expert judgments. The type of scale used by the researcher is a Likerts' scale, which is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. The Likerts' scale describes the variables to be measured into variable indicators. The variable indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions (Sugiyono, 2017). In addition, researchers also use documentation data from schools to serve as secondary research data.

Prior to data analysis or hypothesis test, the validity test, reliability test, normality test, and linearity test are first carried out. Test the validity of this study using the content validity test and try out. On content validity, the researcher uses 5 professional judgments as assessors of the instruments to be used for data collection. After that, the researcher did a

try out (trial) to analyze the scale of the study, to find out the weaknesses and shortcomings that might occur in the items on the scale, both in terms of editorials, available alternative answers, and in scale statements. The trial was carried out on subjects that were not included in the research sample, but had the same characteristics as the research sample (Sugiyono, 2018). The subjects of the scale trial were 90 students class X of SMK Muhammadiyah 2 Wedi. The research reliability test used Cronbach' alpha from the *SPSS* version 17. This study used the Kolmogorov-Smirnov normality test, which is the normality test by paying attention to the level of conformity between certain theoretical distributions. Furthermore, the linearity test was carried out using the *SPSS* version 17, namely the test for linearity with a significance level of 0,05.

The data analysis method in this study used the person bivariate product moment correlation analysis from the *SPSS* version 17. The pearson bivariate product moment correlation was used to test the hypothesis of the data in the form of intervals or ratios. Ratio is a number that shows the mathematical correlation between one number and another. Then correlational research uses empirical mean, hypothetical mean, and categorization to describe research subjects with the help of *SPSS* version 17 program. These measurements are useful for seeing the state of the subject in determining the level of variables owned by research subjects.

C. Result and Discussion

Results

Hypothesis testing in this study used the Bivariate Correlation Test (Pearson) product moment.

Table 1. Correlation test results

Self Efficacy	Pearson Correlation	1	0.708**
	Sig. (2-tailed)		0.000
	N	70	70
Adversity Qoutient	Pearson Correlation	0.708**	1
	Sig. (2-tailed)	0.000	
	N	70	70
**. Correlation is significant at the 0.01 level (2-tailed).			

The significance value of the Pearson correlation (2-tailed) is 0.708 with a p-value of 0.000 ($0.00 < 0.05$), so the results of the correlation analysis between variables indicate that the data has a positive.

Table 2. Description of data

Scale	N	Hypothetical Data		Mean	SD	Empirical Data		Mean	SD
		Min	Max			Min	Max		
Self Efficacy	70	39	195	117.00	78.563	105	178	142.942	20.380
Adversity Quotient	70	37	185	111.00	74.534	99	157	126.357	15.076

The empirical mean of the self-efficacy scale is 142,942, which is greater than the hypothetical mean of 78,563. It can be said that the subject has self-efficacy above the average hypothesis. The empirical mean of the adversity quotient scale is 126,357, which is greater than the hypothetical mean of 74.534. It can be said that the subject has an adversity quotient above the average hypothesis.

Table 3. Self efficacy scale categorization

SD	Score	Category	Subject		Empirical Mean
			Freq.	Percentage	
$(M+SD) \geq X$	$X \geq 163$	High	12	17,14%	142,942
$(M-SD) \leq X < (M+SD)$	$122 \leq X < 163$	Medium	47	67,14%	
$X < (M-SD)$	$X < 122$	Low	11	15,71%	

From the self-efficacy scale category as shown in the table, it can be concluded that 17.14% of students of SMK Muhammadiyah 2 Wedi Klaten have high self-efficacy, 67.14% of students have moderate self-efficacy, and 15.71% of students have self-efficacy. So in general, students of SMK Muhammadiyah 2 Wedi Klaten have moderate self-efficacy.

Table 4. Adversity quotient scale categorization

SD	Score	Category	Subject		Empirical Mean
			Freq.	Percentage	
$(M+SD) \geq X$	$X \geq 141$	High	29	41,42%	126,357
$(M-SD) \leq X < (M+SD)$	$111 \leq X < 141$	Medium	36	51,42%	
$X < (M-SD)$	$X < 111$	Low	5	7,14%	

From the adversity quotient scale category as shown in the table 4, it can be concluded that 41.42% of SMK Muhammadiyah 2 Wedi Klaten students have a high adversity quotient, 51.42% of students have a moderate adversity quotient, and 7.14% of students have an

adversity quotient. The low one. So in general, students of SMK Muhammadiyah 2 Wedi Klaten have a moderate adversity quotient.

Table 5. Strength test of the correlation

	Measures of Association			
	R	R Squared	Eta	Eta Squared
Self Efficacy * Adversity Quotient	0.708	0.501	0.851	0.724

The significance value of eta squared is 0,724. With a level of 5%, the results of the analysis show that the data has a significant correlation.

D. Conclusion

Based on the results of the hypothesis test, the hypothesis which states that there is a positive correlation between self-efficacy and adversity quotient at SMK Muhammadiyah 2 Wedi Klaten students is accepted. This can be seen from the $r\text{-value}_{xy}$ equal to 0,708 with a $p\text{-value}$ equal to 0.000 where the $p\text{-value} < 0,05$. That indicates a significant positive correlation between self-efficacy and adversity quotient. Higher the self-efficacy, higher the adversity quotient. Vice versa, lower the self-efficacy, lower the adversity quotient.

The correlation between self-efficacy and adversity quotient results in accordance with what was stated by Bandura (1997), that self-efficacy has a large effect on a person's behavior in dealing with difficulties. The behavior of someone who has confidence in good self-efficacy will later be able to respond to challenges and anticipate situations appropriately. A person's accuracy when facing a problem can be said that the person has adversity intelligence. Adversity intelligence is a person's ability to overcome difficulties so that these obstacles can be used as challenges to be resolved in order to achieve what is desired.

Self-efficacy plays an important role in the formation of adversity quotient students'. self-efficacy Students Can be seen from three aspects, namely level, generality, and strength. The level aspect can be measured by how high the level of a task or challenge is, which results in higher demands self-efficacy. The level of a high task is then not matched by a strong belief in the student, then the student will feel that the task at hand cannot be completed.

In addition to requiring sufficient knowledge, students also need strong self-confidence when facing difficult tasks. Students with high self-confidence will trigger students to try to solve and overcome the problems and challenges they face. It can be said that the greater the effort made by students, the greater the adversity quotient of vocational high school students. This is because they are trying to survive and solve existing problems, tasks, and challenges (Stoltz, 2018). This shows that self-efficacy has an effect on contributing to the adversity quotient in facing increasingly complex challenges.

The aspect of generality can be seen from whether students have strong self-confidence in many situations or only in certain situations (Bandura, 1997). When students have high self-efficacy in various situations, these students will not feel surprised and afraid

in dealing with situations that they are not accustomed to. If students have a high generality aspect, they will have strong self-confidence in various situations. This makes it easier for students to face assignments in various conditions and unfavorable environments, because they are able to see themselves confidently that challenges can be solved in various situations. Confidence to be able to face problems will encourage students to have an adversity quotient in all problems even though there are many obstacles that get in the way.

The last aspect is strength, which can be seen from the way students can survive in the face of a challenge. Students have a good strength aspect, so they will survive in the face of problems. Students also tend not to give up easily, are optimistic, and make the task a challenge to complete. According to Stoltz's (2018) statement that someone who has a high adversity quotient will be optimistic. An optimistic person will believe that adversity is a challenge that can be solved. Individuals who have a high adversity quotient will be strong and able to overcome difficulties in sharing situations. Adversity quotient adequate accompanied by high self-confidence will lead to success (Wijaya, 2019)

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Full Day School Management at SMA As Safi'iyah Medan

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Abstract: This study aims to determine Full Day School Management in SMA As Syafi'iyah Medan, Jl. Karya Wisata Ii No.1, Medan Johor, Medan, North Sumatra Province. This research is a qualitative popoulasi study of the Full Day School teacher and management and students of SMA As Syafi'iyah Medan. In an effort to improve student character education in MAN 2, the terrain model includes stages, namely: planning Full Day School learning, implementing Full Day School learning and evaluating Full Day School learning. Learning planning is adapted to the curriculum adopted by SMA As Syafi'iyah Medan, namely the government curriculum, local curriculum and school curriculum and the formulation of syllabus and plan for implementing learning. The implementation of Full Day School learning consists of habituation activities, exemplary activities, nationalism and patriotism activities and student creativity activities. Evaluation Full Day School learning in general in Medan Model 2 MAN 2 in determining minimal completeness provides an assessment of three domains, namely cognitive, affective and domain psychomotor.

Abstrak: Penelitian ini bertujuan untuk mengetahui Manajemen Full Day School di SMA As Syafi'iyah Medan, Jl. Karya Wisata Ii No.1, Kecamatan Medan Johor, Medan, Provinsi Sumatera Utara. Penelitian ini merupakan penelitian kualitatif popoulasi penelitian ini adalah guru Full Day School dan manajemen serta siswa-siswi SMA As Syafi'iyah Medan. Sebagai upaya meningkatkan pendidikan karakter siswa di SMA As Syafi'iyah Medan meliputi tahapan, yaitu : perencanaan pembelajaran Full Day School, pelaksanaan pembelajaran Full Day School dan evaluasi pembelajaran Full Day School. Perencanaan pembelajaran disesuaikan dengan kurikulum yang dianut SMA As Syafi'iyah Medan, yaitu kurikulum pemerintah, kurikulum local dan kurikulum sekolah dan penyusunan berupa silabus dan rencana pelaksanaan pembelajaran (RPP). Pelaksanaan pembelajaran Full Day School terdiri dari kegiatan pembiasaan, kegiatan keteladanan, kegiatan nasionalisme dan patriotism serta kegiatan kreatifitas siswa. Evaluasi Pembelajaran Full Day School secara umum SMA As Syafi'iyah Medan dalam menentukan ketuntasan minimal memberikan penilaian tiga ranah, yaitu ranah kognitif, ranah afektif dan ranah psikomotorik

A. Introduction

Educational management applied in the internal environment of the school system is only part of the principal's responsibility as education manager (Khor, 2016). Education managers (principals, heads of education offices, heads of offices of the ministry of religion) as modern executives must be able to observe and respond to all challenges posed by the external environment, both near and far. The immediate external environment is an environment that has a direct influence on the operations of educational institutions, such as various potentials and conditions in the field of education that become the concentration of the school's business itself, competitive situations, educational customer situations, and graduate users (Umam, 2017; Khor, 2016). All of them affect the determination of strategies that are expected to support the school in achieving its goals. The distant external environment is a variety of forces and conditions that arise outside the immediate external environment, including socio-economic, political, national security, technological developments, and global challenges (Fahmi, 2019). Indirectly affect the implementation of the education system in a school. Strategic management is a dynamic process because it takes place continuously in an organization. In other words, strategic management is intended so that the organization becomes a unit that is able to display high performance because a successful organization is an organization whose level of effectiveness and productivity is getting higher and higher (Widiyanto, 2016).

Internal and external environmental factors need to be considered, monitored, assessed, and included in executive decision making (Sari et al, 2017). Decision makers, including heads and other education managers, are often forced to carry out internal and external activities of educational institutions in order to serve various interests such as routine affairs, service, work must always be under the instructions or work guidelines set by the organization without considering the external needs of the organization concerned. constantly changing, so that the decision-making process is often not optimal in producing strategic decisions. The results of the actual problems faced by educational institutions cannot be resolved optimally (Bahri, 2019).

The world of Islamic education in Indonesia today is facing various tough challenges. Among these challenges are globalization in the fields of culture, ethics and morals, as a result of technological advances (transportation and information), and the low level of social capital, the low quality of education in Indonesia, and macro-national problems, which involve multidimensional crises in both the economic and social fields, politics, morals, culture and so on (Maya, 2017).

Various ideas and actions have been taken to resolve the various problems and failures above, such as the actualization of schools, leading Islamic schools, and Islamic education with an integrated system. The implementation of education with an integrated system has been running optimally in recent years and is in demand by the public, where this integrated system requires additional learning time, so it is commonly known as now with the term model school or Full Day School program, namely full day school.

At present, new strategies have begun to emerge to answer the problems above, for example the existence of a local initiative to improve the situation, namely the Full Day School Program which has been widely implemented by private schools in various cities in Indonesia (Wicaksono, 2018). In the end, this school was able to become an elite school or favorite school with better quality education than public schools.

In addition, there are indications that the world of Islamic education is experiencing failure, namely failing to humanize humans, failing to shape humans according to the vision and mission of their creation. This failure has implications for the materialistic education process, far from Islamic values and has a weak character (Ismail, 2016).

Islamic education inevitably has to be involved and play a role in overcoming and resolving the various challenges and failures mentioned above. It's just that the Islamic education system first evaluates and then re-actualizes and repositions even in the field of Islamic education, by synchronizing and collaborating with National Education policies to free the various challenges and failures above.

The root of the problem above lies in the materialistic education system coupled with a capitalistic economy, hedonistic culture, opportunistic politics, and individualistic social order, all of which are based on secularism, far from religious values. So that there is a need for repositioning, and re-actualizing the Islamic education system, both paradigmatically, conceptually and in application (Subaidi, 2014; Primarni, 2016).

Various ideas and actions have been taken to resolve the various problems and failures above, such as the realization of schools, leading Islamic schools, and Islamic education with an integrated system. The implementation of education with an integrated system has been running optimally in the past few years and is in demand by the community, where this integrated system requires additional learning time, so it is commonly known today as a model school or Full Day School program, namely a full day school.

At present, new strategies have begun to emerge to answer the problems above, for example the existence of a local initiative to improve the situation, namely the Full Day School Program which has been widely implemented by private schools in various cities in Indonesia. In the end, this school was able to become an elite school or favorite school with better quality education than public schools.

The Full Day School learning system is one of the creations and innovations of learning to create a superior, innovative and creative school with an integrated learning system based on faith and piety, as well as science and technology. The beginning of the implementation of this learning system is due to the increasing number of single-parents and the number of parent career activities, as well as the fact that most students spend most of their free time outside the home and use it for activities that are not useful. This is an indicator of problems that arise to immediately find alternative solutions. This condition makes education experts think hard to formulate a new paradigm of education in the context of optimizing free time with positive activities.

The Full Day School program has recently begun to grow rapidly in various schools, and has even become a trend as a quality school. Some schools have actually implemented this system as it should be. In it, the school equips itself with various facilities and programs (content) in such a way, so that the atmosphere makes children feel enjoy being at school, without having to lose time to play. However, there are also schools that only implement this program as a trend and prestige, moreover they only follow the program launched by the government, without paying attention to the readiness of the various components in the school.

The management of the Full Day School model in the teaching and learning process in schools is very precise and effective in giving birth to students who have complete personalities (integrated between general knowledge, Islamic insight and Islamic character), because children at elementary school age are in the operational-concrete phase and

operational phase. - formal, there are objective facts that are conducive to educating and directing their whole personality.

One of the reasons why parents see the Full Day School program as a new strategy, by not giving homework to students, because they have been studying from morning to evening. Along with today's developments, many schools and madrasas are competing to improve their academic quality due to competitive demands and encouragement from the government with all their programs and financial assistance. From this factor, there are several public schools under the Ministry of National Education which have started to climb up to improve themselves so that they become more qualified than in previous years.

The integrated education system is run with the integration of several elements, namely: first, integrating the mode of education in the family and community within the school environment. The school is designed as a small Islamic environment through a boarding school program for MTs/MA or Full Day School for MA. Second, integrating the cognitive, affective and psychomotor domains. Third, integrating general education (national) with Islamic education. Fourth, combining the classical learning process with the surrounding environment, both mosques, laboratories, and the like. Fifth, combining the process of mastering the science of life with *tsaqafah Islamiyah* and the formation of *syakhshiyah Islamiyah*.

several elements of the integrated education system above, there are several elements that have been applied in the education system in Indonesia today. The model school, the Full Day School program, is more accurately characterized by the first element in the integrated education system above, although in practice it is still related to several other elements. So it can be assumed that the expectation of the Full Day School model is the formation of a complete and integrated personality in students, meaning that there is integrity between the science of life (general) and *tsaqafah Islamiyah* and is equipped with an Islamic personality (character). At least it is hoped that Full Day School can be an alternative solution in solving various problems, challenges, failures of National Education and Islamic education in Indonesia today.

The application of the full day school model in this study was carried out during the full day teaching and learning process in elementary schools, from 06.45 to 15.00. The teaching and learning process is a two-way knowledge transfer process. In the teaching and learning process there are two different activities, namely teacher teaching and student learning, where these two activities are very different. The existence of a full day school model provides more time in the teaching and learning process, so that teachers can be more innovative and creative in teaching, and students also have more time to study, worship and interact socially in the school environment.

B. Method

The method used in this research is descriptive qualitative. With the aim of describing the phenomena that occur in the field as they are, then conclusions are drawn in order to obtain a theory and are more concerned with the process of results, attempt to describe systematically, factually and accurately about the facts in an area, the researcher acts as a key instrument, as well as data collectors. Instruments other than humans can also be used such as interview guides, observations, and field notes, as well as other tools such as photos, recordings and documents, but their function is limited to support the research task.

as an instrument. Therefore, the presence of researchers in the field for qualitative research is absolutely necessary. Data collection techniques in this study were Quality Checklist on Full Day School management, student learning interest and teacher creativity at SMA As Syafi'iyah Medan, observation, interviews, documentation, and triangulation. Observational data collection techniques were used to find out all Full Day School management, student learning interests and teacher creativity at SMA As Syafi'iyah Medan. More clearly the data collection technique is presented in Figure below.

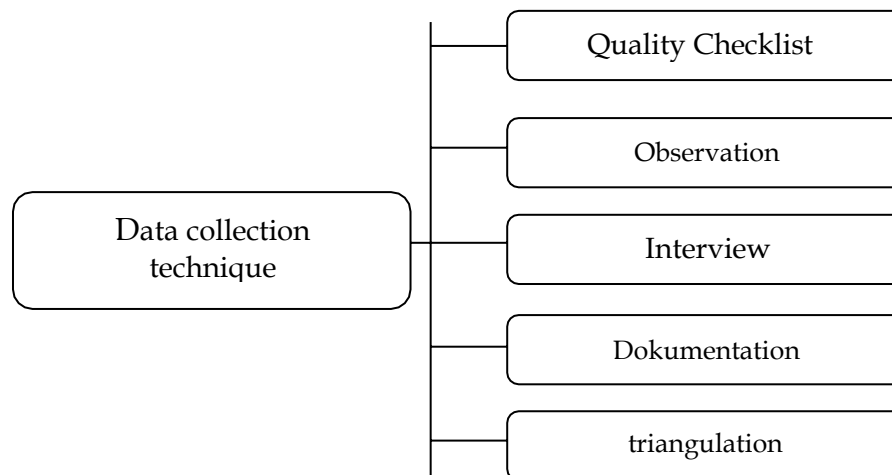


Figure 1. Data Collection Technique

Information mining will use data source retrieval techniques in a purposive way, namely data source retrieval techniques with certain methods. The data sources are determined by certain methods, one of which is interviews, in this study interviews were conducted with every teacher in the field of study. In addition to teachers, interviews were also conducted with students.

Checking the validity of the data in this study, it was carried out through the credibility check stage and with the following techniques:

1. Persistent Observation

In order to understand in-depth symptoms or events, repeated observations are made, obtain valid data (valid) from data sources by increasing the intensity of meetings with resource persons who are used as informants, and conducting research in reasonable conditions and at the right time.

2. triangulation

Check back the degree of confidence or information obtained by triangulation of sources and techniques. Triangulation was carried out covering 4 main things, namely data triangulation, research triangulation, theory triangulation and methodological triangulation. Through this inspection technique, it is believed that the facts, data and information can be accounted for and meet the requirements for the validity and reliability of the data found.

3. Member Check

Peer discussions directly at the time of the interview and indirectly in the form of delivering a summary of the results of the interviews that have been written by the researcher. Member Check is the process of checking the data obtained by the researcher to the data provider, the purpose of this member check is to find out how far the data obtained is in accordance with what is given by the data provider.

C. Result and Discussion

Full Day School Management at SMA As Syafi'iyah Medan

Based on the results of observations and interviews with principals, homeroom teachers, students and guardians of students that the author conducted at SMA As Syafi'iyah Medan, it can be seen that the management process for the full day school program as an effort to improve character education for the 2019/2020 school year includes three stages, namely: planning full day school learning, implementation of full day school learning, and evaluation of full day school learning. Meanwhile, to improve the quality of education, especially by implementing management functions.

Advantages of Full day School

1. Controlled Child Activities

With the implementation of this system, the child will be in his school environment longer or always under the supervision of his teacher when carrying out activities, so that his activities can be more controlled than he is outside school.

2. Habituation of Children in Worship

As a religious country, of course, many activities are carried out every day as a means of strengthening their spiritual abilities, especially for Muslim children who can perform the Zuhur prayer in congregation, even adding tadarus and other religious activities.

3. Language Application

The longer time at school allows children to apply foreign languages (English, Arabic, Mandarin. This will really help his future to get along and learn more widely with international languages.

4. Talent Development

Every child has their own talents and interests, so it takes the right time and place to develop them, longer and varied school activities can channel the talents and interests of these children if they can be facilitated by the school.

5. Group Study

It often happens that children find it difficult when they have to do a task in groups, because of the problem of the distance between each house or the lack of means of transportation, with this system, children will easily gather if they have to be assigned to group work.

6. Moral Cultivation

The moral or moral decline that is happening today can be reduced by learning and habituation of good morals in schools. But usually hindered by the problem of short time in school, so this system is deemed appropriate to overcome it.

7. Love the Environment

The application of love for the environment will be maximized by inviting children to equally care for and maintain their school environment with several activities that are useful for environmental sustainability. Every system must have a gap, especially if it is realized too late and cannot be overcome in the right way. So here are the disadvantages of the system this is what you might feel.

Disadvantages of Full day School

1. High Stress Level

Children will feel pressured and stressed because they are at school for too long, this will happen if the school is not able to provide the right portion of time, when to rest and when to do activities.

2. Consumption at school

Longer time certainly requires more consumption, this problem will definitely arise, especially for children with minimal economics to buy food at school. because the school does not have the allocation of funds for this problem.

3. Time To Go to School

In some areas, children travel long distances from home to school and even take several hours, so this system will be very difficult for them.

4. Costs to be spent

This system certainly requires more facilities and teaching staff, so of course it costs money to fulfill it.

5. Lack of Teachers/Teachers

As it is known that the unequal distribution of teacher allocations is the next problem, there are many schools that have very few teaching staff, so this system will also not work.

6. Lack of School Facilities

Let alone for carrying out additional activities such as sports and arts, for classroom buildings each school often faces problems. Then this system will certainly not work well

Discussion

Full day School Management

The final series of important learning systems is the assessment (evaluation) of the success or failure of an education in achieving its goals, an assessment of the products produced can be carried out. Learning evaluation is a systematic and continuous process or activity to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations.

Efforts to Improve Student Character Education

SMA As Syafi'iyah Medan in general in improving the character education of students in the full day school class by providing continuous guidance to students as an effort to improve student human resources, and SMA As Syafi'iyah Medan in determining completeness at least provides an assessment of three domains, namely the domain of cognitive, affective and psychomotor domains

Efforts to Improve Student Education and Teacher Creativity in Fullday School Learning

In managing the full day school program, it must have 10 main elements (Goetsch & Davis, 1994) the components of integrated quality management (MMTP) as follows:

- a. Focus on customer satisfaction, in MMTP both internal and external customers are driven. External customers determine the quality of graduates, while internal customers determine the quality, processes and environment associated with graduates.
- b. Obsession with quality, in organizations that implement MMTP customers determine quality, with that quality the organization must be obsessed with fulfilling what customers want which means that all employees try to carry out every aspect of their work.
- c. Scientific approach, this approach is needed, especially for designing work, in the decision-making process and problem solving related to the designed work.
- d. Long-term commitment is very much needed in order to make cultural changes so that the implementation of MMTP can run well.
- e. Teamwork, the MMTP organization applies teamwork, partnerships are forged and fostered, both between school members and outside the school.
- f. Continuous improvement of the system, the existing system needs to be improved continuously so that the quality can increase.
- g. Education and training, is a fundamental factor with the education and training of every teacher and administrative staff will improve their technical skills. The essence of education and training for teachers is to improve their skills and professionalism.

- h. Controlled freedom, involvement and empowerment of teachers and administrative staff in decision making and problem solving is very important because it can increase the sense of ownership and responsibility for the decisions made, and can enrich insight and views in a decision.
- i. Unity of purpose, so that the MMTP can be implemented properly, the school must have a clear unity of purpose.
- j. The involvement and empowerment of teachers and administrative staff, the involvement of teachers and administrative staff is important in the implementation of MMTP.

D. Conclusion

Based on the results of research and data analysis regarding "Management Full Day School at SMA As Syafi'iyah Medan" The author can conclude as follows;

Full Day School Management at SMA As Syafi'iyah Medan. As an effort to improve student character education at SMA As Syafi'iyah Medan includes stages, namely: planning full day school learning, implementing full day school learning and evaluating full day school learning. Learning planning is adjusted to the curriculum adopted by SMA As Syafi'iyah Medan, namely the government curriculum, local curriculum and school curriculum and preparation in the form of a syllabus and lesson plan. The implementation of full day school learning consists of habituation activities, exemplary activities, nationalism and patriotism activities as well as student creativity activities. Evaluation of full day school learning in general SMA As Syafi'iyah Medan in determining mastery at least provides an assessment of three domains, namely the cognitive, affective and psychomotor.

Efforts to Interest in Student Learning at SMA As Syafi'iyah Medan. By carrying out all components of integrated education quality management, effective teamwork with the principle of "teamwork" and effective leadership in accordance with integrated education quality management. In addition, by maximizing the supporting factors for learning in the classroom, namely having teachers as professional educators, the availability of teaching aids or learning media, the availability of adequate facilities and infrastructure and students' interest in learning.

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