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The Influence of Principal Leadership and Work Motivation on Teaching Quality of Teachers in Ogan Komering Ulu Timur (OKUT) Vocational School

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Abstract: This study aims to determine the influence of principal leadership and work motivation on teaching quality of teachers in Ogan Komering Ulu Timur (OKUT) vocational school. The formulation of the problem in this study: (1) is there an influence of the principal leadership on the quality of teacher teaching?, (2) is there an influence of teacher work motivation on teaching quality?, (3) is there an influence between principal leadership and work motivation on teaching quality of teacher in OKUT vocational school. This study uses a quantitative descriptive method to see the effect partially between the existing variables. The results of this study obtained respondents' perceptions of the principal leadership obtained a score range of 116-150 and an average score of 130.79. Respondents' perceptions of performance motivation on teaching quality of teacher were obtained scores of 107-151 with a total score of 20191.00 and an average score of 134.43. The degree of influence of the principal leadership variable (X_1) and the work motivation variable (X_2) on teacher's teaching quality (Y) was 0.73 or 73%. Shows that teaching quality of teacher (Y) is jointly (simultaneously) influenced by the principal leadership variable (X_1) and work motivation variable (X_2) by 73% while the remaining 27% is influenced by other factors outside the equation model.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap mutu mengajar guru SMK Negeri di Ogan Komering Ulu Timur (OKUT). Rumusan masalah dalam penelitian ini: (1) apakah terdapat pengaruh kepemimpinan kepala sekolah terhadap mutu mengajar guru?, (2) apakah terdapat pengaruh motivasi kerja guru terhadap mutu mengajar?, (3) apakah terdapat pengaruh antara kepemimpinan kepala sekolah dan motivasi kerja secara bersama-sama terhadap mutu mengajar guru di sekolah. Penelitian ini menggunakan metode deskriptif kuantitatif untuk melihat pengaruh secara parsial antara variabel yang ada. Hasil penelitian ini didapatkan persepsi responden tentang kepemimpinan kepala sekolah diperoleh rentang skor 116-150 dan skor rata-rata 130,79. Persepsi responden tentang motivasi kinerja terhadap mutu mengajar guru di peroleh skor 107-151 dengan jumlah skor 20191,00 dan skor rata-rata 134,43. Derajat pengaruh variabel kepemimpinan kepala sekolah (X_1) dan variabel motivasi Kerja (X_2) terhadap mutu mengajar guru (Y) sebesar 0,73 atau 73,0%. Angka ini menunjukkan bahwa mutu mengajar guru (Y) secara bersama-sama (simultan) dipengaruhi oleh variabel kepemimpinan kepala sekolah (X_1) dan variabel motivasi Kerja (X_2) sebesar 73,0% sedangkan sisanya 27% dipengaruhi oleh faktor-faktor lain di luar model persamaan tersebut.

A. Introduction

The term leadership isn't a new term for society. In every organization, there is always a leader who runs the organization. To understand the meaning of leadership clearly, it is necessary to examine some of definitions put forward by leadership experts. Leadership is a process of inducing other people to take steps towards a common goal (Locke, 2002). As a first step to studying and understanding everything related to aspects of leadership and its problems (Priansa, 2018). Leadership appears simultaneously with human civilization since ancient times where people gather and work together to defend their existence (Kemal et al, 2019). Since then there has been cooperation between people in the world and the emergence of an element of leadership. Leadership is a behavioral process that becomes a role model for interactions between leaders and followers as well as the achievement of more real goals and mutual commitment in achieving goals and changes to a more advanced organizational culture. Leadership is the process of influencing others in the relationship between leaders and subordinates or with followers. In essence, the meaning of leadership is a process of influencing others to achieve goals in a situation (Rifa'i & Fadli, 2013).

In simple terms, leadership has a definition, namely the ability that a person has to influence others. This implies that leadership is a person's ability to influence others to comply with all the wishes of the leader (Makawimbang, 2012). The role of the principal is simply defined as a functional teacher who is assigned the task of leading a school where there is interaction between teachers who give lessons and students who receive lessons. According to Lipham (in Priansa, 2018) the principal is responsible for education management, which is directly related to the learning process.

Basically, school management is responsibility of principal and teachers. However, in achieving the success of school management, the participation of parents and students also supports the success. In addition, the achievement of this success must be supported by attitude and ability of the principal in leading educational institutions. The leadership of the principal is expected to create conditions that allow for a harmonious and conducive work climate and human relationships (Kemal & Hasibuan, 2017). According to Widiatna et al (2020) states that performance is the work results obtained or achieved by a person or group in an organization, in accordance with their respective authorities and responsibilities in order to achieve organizational goals legally, does not violate the law and according to moral ethics. This explains that school development is very dependent on the leadership of a school principal in managing the school, including developing organizational culture.

Schools function as institutions that provide education and teaching to their students about everything that is not found in the family and further education. The responsibility of the school is very large for the success of the education of its students, both formally, scientifically and functionally. To carry out these responsibilities, there is a joint task between managers of educational institutions, school principals, teachers and students. Likewise with private or state institutions, this responsibility will not be fulfilled if there is no good cooperation with various parties. This means that the success or failure of achieving educational goals in schools depends a lot on the implementation of the learning process which is influenced by educational factors, namely: 1) students, 2) educators, 3) educational objectives, 4) educational tools, and 5) Environment (Sirojudin, 2018).

Educational factors can influence and determine the success of the teaching and learning process in schools. Success is not only determined by the teacher in its implementation, but the learning process must be carried out properly and optimally so that targets can be achieved based on the curriculum. Because it often happens in schools that

religious teachers like to neglect their duties and responsibilities in teaching, so the class is often empty or students are always told to write a lot or take notes until the time runs out.

This situation indicates a gap in quality of education in schools, namely between schools in city and village. This means that the increase in quality of education in Indonesia is not evenly distributed. The unequal quality of education is caused by three factors as follows: first, the policy and implementation of national education uses the education production function or input-output analysis which is not carried out consequently. second, the implementation of national education is carried out in a centralized manner, thus placing schools as education providers that are highly dependent on bureaucratic decisions that have a very long path and sometimes policies issued are not in accordance with local school conditions. Third, the participation of community, especially parents of students in the implementation of education, has been minimal. (Depdiknas, 2003). Based on that opinion, the dominant factor that causes the unequal quality of education in Indonesia is the inconsistent central government policy accompanied by a centralized implementation of national education with a very long bureaucracy.

The centralistic implementation of education makes regional policies highly dependent on central policies. This has led to demands for educational autonomy. Since the enactment of Law number 22 of 1999 concerning regional autonomy, there have also been changes in the management of national education, namely from centralized to decentralized. The rationale used in response to changes in centralized education management to decentralized are: 1) to place decision-making about schools as close as possible to local conditions, 2) to encourage local innovation and increase the relevance of education to local conditions, 3) so that education actors are more responsible about the implementation of their duties and their quality, 4) to encourage community participation and generate a sense of belonging to the school, especially among parents and the local community, and 5) to encourage stronger local demands including the provision of adequate resources for education (Dikdasmen, 2002).

The rationale for this becomes a solid foundation for implementing autonomy in school management, namely with concrete steps is to implement school management. School management is "the process of making effective and efficient use of human resources for school management which is carried out rationally and systematically so that it can be accounted for to achieve educational goals. Based on this understanding, school leadership becomes a form of management that is carried out independently and puts forward the interests of the school (Bafadal et al, 2020). This means that the principal and teachers are given the authority to regulate and manage the interests of school residents to make their own initiatives based on the aspirations of school residents to improve the quality of education at the school itself, but still in line with the regulations governing the implementation of national education. Therefore the role of the principal and teacher in school management is the initiator, director, and assessor of educational activities (Farida & Jamilah, 2019). This teacher participates in thinking about planned educational activities. Implementers of educational administration, in addition to being a teacher, are responsible for the smooth running of education and are required to be able to carry out administrative activities (Usman, 2008).

Based on this opinion, in school development, the quality of principal and teacher as the initiator, decision maker, policy maker and implementer of leadership in schools is the principal and teacher. The importance of the leadership of the principal and teachers is to improve the quality of education in school itself. Especially for teachers to improve student achievement for better. This is because teachers, apart from serving as educators, teachers, are also administrators who take care of school administrative matters relating to teacher duties.



With the leadership of the principal and teacher as feedback or evaluation material for the success of the teaching and learning process as seen from the results of student learning achievement in UASBN.

For this reason, the leadership role of the principal and teachers and teacher work motivation is to improve the quality of teacher teaching to be better than before (Mayasari et al, 2020). For this reason, the leadership of principal and teachers in vocational school must have been applied as a guide in carrying out the teaching and learning process to make it more effective and efficient.

Teacher performance can be seen from their responsibility in carrying out their mandate, profession, and morals (Setiyati, 2014). Then, this is reflected in the compliance, commitment and loyalty in developing potential of students and advancing the school (Priansa, 2018). A teacher has a very strategic role, because its existence is related to the success and quality of education. As a person who is able to translate and describe the values contained in curriculum, then transform these values to students through the learning process in the classroom. Teachers also have various duties related to dedication.

These tasks include the professional field and the humanitarian sector, as well as the social sector (Darmadi, 2015). In the field as a profession, it includes educating, teaching, and training students so that their various potentials are able to develop. Educating means continuing and developing the values of life and life which should be possessed by the participants of the educational ideals to become an important part of the ideal of society. Teaching means continuing the idea of developing knowledge and technology, so that the training participants who are capable of mastering it, means that participants who want to be part of the ideals of society (Priansa, 2018).

The description above explains that teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria, namely, planning, implementing, evaluating results, and monitoring the learning process. Thus, the task of a teacher is not only to teach in class, but a teacher also has a great responsibility to educate their students.

B. Method

This study uses quantitative to see the effect partially between the existing variables (Sugiyono, 2013). The quantitative research variables tested in this study consisted of school principal leadership (X_1) on teacher work motivation (X_2), principal leadership (X_1) on teaching quality of teacher (Y), work motivation (X_2) on teaching quality of teacher (Y), while testing the hypothesis together (simultaneously), namely the principal leadership (X_1) and work motivation (X_2) on teaching quality of teacher (Y), then all data was processed through quantitative analysis.

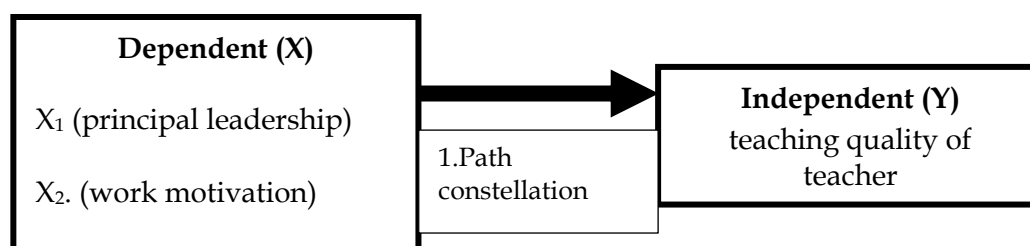


Figure 1. Dependent and independent

The population in this study were all teachers in OKUT vocational school.

Table 1. Research population

No	Names of vocational school	Total of teachers
1	SMK N 1 BP. Bangsa Raja	35 teachers
2	SMK N 1 Buay Madang	30 teachers
3	SMK N 1 Bunga Mayang	33 teachers
4	SMK N 1 Belitang Madang Raya	35 teachers
Total		133 teachers

Source: administration of vocational school in OKUT

The data collection technique used in this study was a questionnaire. To obtain empirical data about the observed variables, this study uses an instrument in the form of a questionnaire. The questionnaire that will be used to collect data on principal leadership, work motivation and teacher performance will refer to the Likert scale. The Likert scale is a scale used to measure a student attitudes, opinions and perceptions (Riduwan, 2010). By using the Likert scale, the variables to be measured are translated into dimensions, the dimensions are translated again into variables, then the sub variables are translated back into measurable indicators, from this indicator it can be measured to become a starting point for making instrument items in the form of questions that need to be answered by respondents. Each answer is associated with the form of a question or attitude support which is expressed at the following levels:

Table 2. Assessment of instrument items

No	Alternative Answers	Rating
1	Always	5
2	very often	4
3	Often	3
4	Seldom	2
5	Never	1

1. Documentation

Student learning data achievement is obtained by means of the documentation method. According to Sugihartono (2007) documentation is a way of collecting data by quoting from existing sources of records then the data is used as material for completing one's information. Sources of material for notes can be books, magazines, documents, minutes, and diaries. The documentation method in this study was used to obtain teaching data for teachers at vocational schools in OKUT.

2. Interview

According to Hopkins (in Wiraatmadja, 2010) interpreting interviews is a way to find out certain situations in the classroom from the perspective of others. Interviewed persons may include students, the principal, several peers, school administrators, parents of students, and others. The data in the interview is in the form of answers or questions asked. To obtain

information in interviews, usually a set of questions is asked or arranged in a list. In order for the interview to take place well, in order to obtain the desired data, the researcher or interviewer must be able to create a familiar situation so that there is no distance between the interviewer and the person being interviewed. Interviews with teachers were conducted to obtain initial data about the learning process before conducting research until the final learning process.

C. Result and Discussion

The research data is in the form of data descriptions of all variables including principal leadership as variable X_1 , work motivation as X_2 , and teaching quality of teacher as variable Y . Research data obtained from 133 respondents for all research variables.

1. Principal Leadership

The respondent's perception data about the principal leadership variable was obtained through a questionnaire with 133 respondents in the following table.

Table 3. List of descriptive statistics of principal leadership variables

	Valid	133
N	Missing	0
Mean		130,79
Std. Error of Mean		,571
Median		130,00
Mode		130
Std. Deviation		7,126
Variance		50,774
Range		31
Minimum		116
Maximum		147
Sum		20403

The highest score is 147, the lowest score is 116, mean 130.79, median 130.00, mode 130, and standard deviation is 7.126. The categories to find out respondents' perceptions of the principal leadership, namely very bad, not good, good enough, good, and very good, can be seen in the table below:

Table 4. Categories of principal leadership perceptions

Score	Category	Frequency	Percentage
116-122	Not very good	10	7,51
123-129	Not good	24	18,04
130-136	Good enough	48	36,10
137-143	Good	31	23,30
144-150	Very good	20	15,03

Respondents' perceptions of principal leadership are quite good. The data above can be presented in the form of a bar chart as follows.

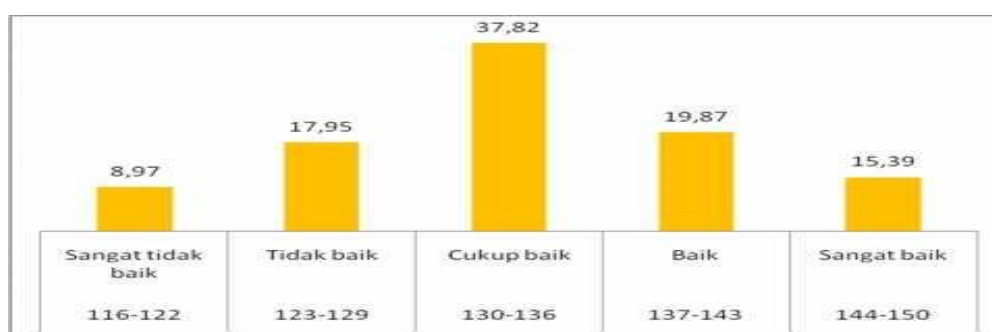


Figure 2. Principal leadership perceptions

The highest result is the score range 130-136 or 37.82% indicating that the respondent's perception of the principal leadership is quite good. The lowest was the range 116 - 122 or 8.97% indicating that the respondents' perceptions of the principal's leadership were very bad. Analysis of dimensional factors on the principal leadership variable obtained from the questionnaire is shown in the following table.

Table 5. Analysis of principal leadership variables

Communalities		
	Initial	Extraction
X1.1	1,000	,695
X1.2	1,000	,691
X1.3	1,000	,966
X1.4	1,000	,372
X1.5	1,000	,651
X1.6	1,000	,936
X1.7	1,000	,701

extraction method: principal component analysis.

2. Work Motivation

The respondent's perception data about the work motivation variable was obtained through a questionnaire with 133 respondents in the following table.

Table 6. List of descriptive statistics of work motivation variables

N		133
Valid		0
Mean	Missing	134,43
Std. Error of Mean		,772
Median		129,50
Mode		120
Std. Deviation		9,639
Variance		92,905

Range	43
Minimum	107
Maximum	150
Sum	20191

The 133 respondents who entered obtained the highest score of 150, the lowest score of 107.00, mean 134.43, median 129.50, mode 120, standard deviation 9.639. The categories to determine respondents' perceptions of work motivation are: very not good, not good, good enough, good, and very good.

Table 7. Categories of work motivation perceptions

Score	Category	Frequency	Percentage
107-115	Not very good	11	8,3
116-124	Not good	38	28,58
125-133	Good enough	40	30,07
134-142	Good	35	26,31
143-151	Very good	9	6,76

Respondents' perceptions of work motivation are good. The data is in the form of a bar chart as follows.

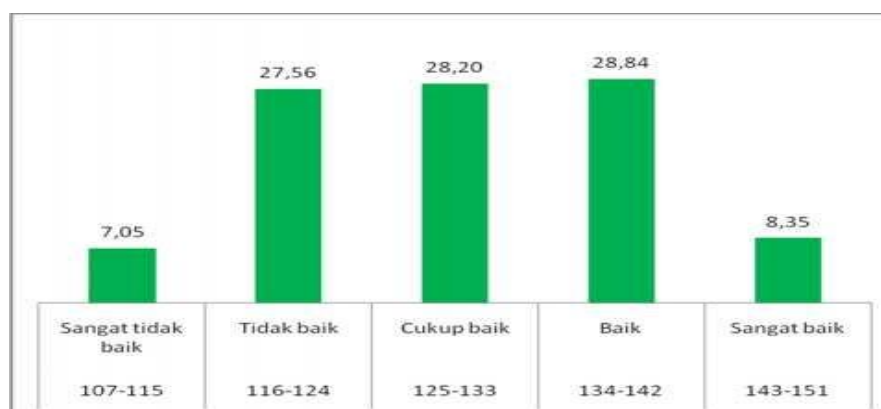


Figure 3. Perceptions of work motivation

The highest result is a score range of 134-142 or 28.84% indicating that the respondent's perception of work motivation is good. The lowest was the range 107-115 or 7.05% indicating that the respondents' perceptions of work motivation were not very good. Analysis of work motivation variables obtained from respondents' questionnaires is shown in the following table.

Table 8. Analysis of work motivation variables

	Initial	Extraction
X2.1	1,000	,634

X2.2	1,000	,727
X2.3	1,000	,600
X2.4	1,000	,319
X2.5	1,000	,532
X2.6	1,000	,673
X2.7	1,000	,687
X2.8	1,000	,625

extraction method: principal
component analysis.

The eight dimensions of work motivation variable obtained the highest analysis value for the individual recognition indicator (X2.2) of 0.727 and the lowest for the leader loyalty indicator (X2.4) of 0.319 while for other indicators: advanced opportunities (X2.1) of 0.634, work security (X2.3) of 0.600, job guarantee (X2.5) of 0.532, achievement (X2.6) of 0.673, promotion (X2.7) of 0.687, salary / wages (X2.8) of 0.625.

3. Teaching quality of teacher

Data on respondents' perceptions about the teaching quality of teacher are in the following table.

Table 9. Teaching quality of teacher variables

\ N	Valid	133
Missing		0
Mean		53,76
Std. Error of		,368
Median		51,00
Mode		48
Std. Deviation		4,602
Variance		21,179
Range		19
Minimum		41
Maximum		60
Sum		7918

The highest score was 60, the lowest score was 41, the average was 53.76, the median was 51.00, the mode was 48.00, and the standard deviation was 4.602. The categories for respondents' perceptions of teaching quality of teacher, namely: very bad, not good, good enough, good, and very good, can be seen in the table below.

Table 10. Categories of teaching quality of teacher perceptions

Score	Category	Frequency	Percentage
41 – 44	Not very good	17	10,90
45 – 48	Not good	42	26,92
49 – 52	Good enough	39	25,00

Score	Category	Frequency	Percentage
53 – 56	Good	43	27,56
57 – 60	Very good	15	9,62

Respondents' perceptions of the teaching quality of teacher are good. Table 10 can be presented in the form of a bar chart below.

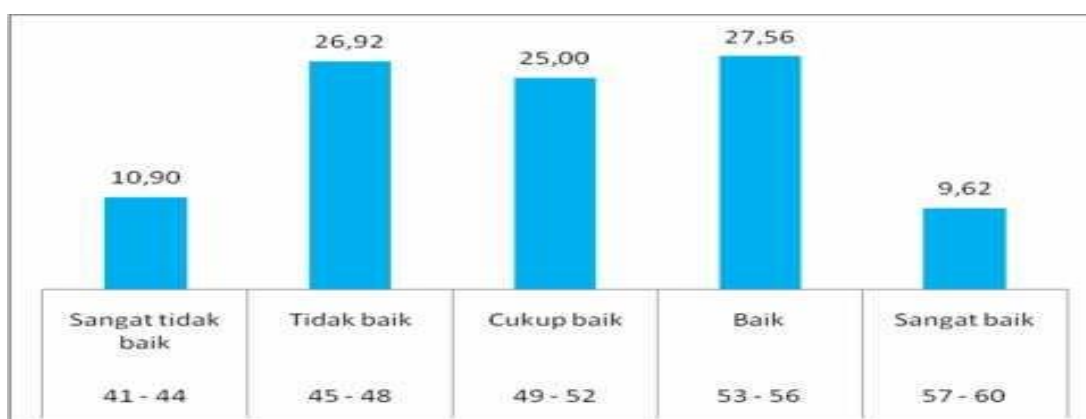


Figure 4. Perceptions of the teaching quality of teacher

The highest result is a score range of 134-142 or 27.56% which indicates that the respondent's perception of the teaching quality of teacher is good. The lowest was the range 107-115 or 10.90%, indicating that respondents' perceptions of the teaching quality of teacher were not very good. Dimensional factor analysis data on teaching quality of teacher variable obtained from the respondent's questionnaire is shown in the following table.

Table 11. Dimensions of the teaching quality of teacher Variables

Communalities		
	Initial	Extraction
Y1	1,000	,739
Y2	1,000	,675
Y3	1,000	,710

extraction method: principal component analysis.

The three dimensions of teaching quality of teacher variable obtained the value of factor analysis for the learning planning dimension (Y₁) of 0.739, the dimensions of the learning process (Y₂) of 0.675, and the dimensions of the assessment (Y₃) of 0.710.

Based on the perceptions of respondents, namely the teachers of in vocational school at OKUT about teaching quality of teachers, obtained the score range of 41-60, with total score of 7918 and average score obtained by the respondents was 53.76 which in this case is categorized as good.

The results of analysis factor for the variable teaching quality of teachers obtained the highest average score is the dimension of "learning planning" of 739. This shows that the teaching quality of teacher seen from the dimensions of learning planning is good, because the

teacher can prepare a lesson preparation plan well, the teacher able to make annual programs and semester programs well, the teacher has made a good syllabus. While the lowest average score is the dimension of "learning process" of 675. This shows that the teaching quality of teacher in the learning process is still not optimal, namely in accordance with the learning objectives, providing motivation for students, working with appropriate methods, strategies and carrying out procedures, learning according to plan. The teaching quality of teachers that is good enough will result in student learning achievement which is quite good. Furthermore, the teaching quality of teacher is quite good, seen from the results obtained from the student achievement assessment.

In addition to learning planning, the process of implementing learning, and evaluating learning, the teaching quality of teacher is assessed in implementing the learning process. The learning process is a form of implementing learning that is given by the teacher to students. For that a teacher must have strategies, methods and learning media that are tailored to the learning problems experienced by students.

There are several variables that are thought to have an effect on the teaching quality of teacher, including principal leadership and work motivation. From the research results related to this, the findings are obtained, the results of which we will discuss below.

1. The Influence of Principal Leadership on Teaching Quality of Quality

Based on the respondents' perceptions of the principal leadership, the score range is 116-150, with a total score of 20409 and an average score of 130.79 which in this case is categorized as quite good. The seven dimensions of principal leadership include indicators: responsibility, sense of belonging, warmth, support, conflict, appreciation, and commitment. The dimension / indicator that received the lowest score was "support" with a total score of 372. As for the dimension / indicator for "warmth", the highest score was 966. This can be a concern for the principal of madrasahs / school as a supervisor in order to create leadership for the principal in schools / madrasahs for teachers using the right approach and techniques so that their implementation can run effectively so that they can help teachers to improve the quality of their performance. Furthermore, the principal is expected to have a good warmth in implementing an agenda as a follow-up to creating a school / madrasahs climate so that it can achieve the right goals / targets.

The implication of the results of this study requires that principals who have carried out supervision activities properly so far need to be maintained and even need to be improved / developed possible efforts to further improve the teaching quality of teacher. Based on the findings of this study through regression test, it is known that the influence of the principal leadership on the teaching quality of teacher teaching is 54.3%. This proves that the influence of the principal leadership on the teaching quality of teachers, especially in OKUT vocational school is quite good. Thus it can be explained that the leadership of head of school is able to influence, encourage, guide, direct and mobilize all teachers in order to carry out their duties in managing effective learning.

Based on respondents' perceptions, relevant previous research as well as the findings of this study through regression tests, it can be stated that the principal leadership has a positive and significant effect on the teaching quality of OKUT vocational school teachers can be justified.

2. The Influence of Work Motivation on Teaching Quality of Teacher

Based on respondents' perceptions about the influence of work motivation on teaching quality of teacher, the score ranges from 107 to 151, with a total score of 20191.00 and an average score of 134.43 are in the good category. The eight dimensions of work motivation variable indicators which include: (a) advancement, (b) individual recognition, (c) job security, (d) leadership loyalty, (e) job security, (f) achievement, (g) promotion, (h) salary / wages. Respondents gave the highest score for the dimension of "individual recognition" and the lowest score on the dimension of "leadership loyalty". Thus, it should be the main thing for all teachers to improve the ability of teachers to use learning media tools to improve the quality of learning.

motivation as energy to generate encouragement from within the teacher that influences, arouses, directs and maintains behavior related to the work environment, so motivation from the teacher to fulfill stimulation needs oriented towards individual goals in achieving satisfaction, then implemented to others to provide good service to the community.

The main basis for the implementation of motivation by a leader is knowledge and attention to human behavior that he leads as a determining factor for organizational success that views humans as a determining factor for success which means also according to serious attention to all problems of need (Rizal & Radiman, 2019). A leader who is successful in carrying out the function of motivation is a leader who has the ability to realize the synchronization between the personal goals of the members of the organization and the personal goals of the members of the organization with the goals of the organization itself.

The results of the findings through regression test that the degree of influence of the work motivation variable on the teacher's teaching quality of Vocational School in OKUT 2015/2016 was 0.732 or 73.2%, the remaining 26.8% was influenced by other factors.

Based on the respondent's perception of the findings through the regression test in this study, it can be stated that work motivation has a positive and significant effect on the teaching quality of teachers of vocational school in OKUT is correct.

3. The Influence of Principal Leadership and Work Motivation on Teaching Quality of Teacher

The degree of influence of the principal leadership variable (X_1) and work motivation variable (X_2) on the teacher's teaching quality (Y) was 0.73 or 73.0%. it's shows that teaching quality of teacher (Y) is jointly (simultaneously) influenced by the principal leadership variable (X_1) and work motivation variable (X_2) by 73.0% while the remaining 27% is influenced by other factors outside the equation model.

This is in line with the results of Pujiyanti & Isroah's research entitled, "The Effect of Work Motivation and Work Discipline on Teaching Quality of Teachers of senior high school Ciamis". The results of analysis on this study support the hypothesis, namely work motivation and work discipline together have a positive effect on teacher performance, this is indicated by the value of R_{count} : 0.938, F_{count} : 216.172, and R^2 of 0.880, which means that variations in the increase or decrease in teaching quality of teacher are affected. work motivation variable and work discipline of 0.880 and the remaining 12.0% influenced by other variables not examined.

Principal leadership created by the principal can be formulated as a series of efforts to provide assistance to teachers in the form of professional services provided by the principal in order to improve the quality of work learning processes and outcomes in addition to the organizational climate, work motivation also has a great influence on teaching quality of

teacher. Based on the research findings and from previous research, it can be said that there is a positive and significant influence between principal leadership and work motivation together on teaching quality of vocational school in OKUT is correct.

D. Conclusion

Based on the results of hypothesis testing regarding the influence of principal leadership on work motivation and its effect on teaching quality of teachers at all vocational school in OKUT, the following conclusions are obtained.

1. The principal leadership of vocational school in OKUT is included in high category but is more effective at task-oriented. The work motivation of vocational school in OKUT is in the sufficient category. And the teaching quality of Vocational School in OKUT is in the sufficient category.
2. Principal leadership has a positive effect on work motivation. This means that the higher the leadership of principal, the higher the work motivation of the vocational school teachers will increase. The amount of increase in principal leadership is the same as an increase in work motivation.
3. Principal leadership has a positive effect on the teaching quality of teachers at vocational. This means that when the principal is leadership, the teaching quality of the teacher will be high, but if the leadership is low, the teaching quality of the teacher will be low.
4. Work motivation has a positive effect on teaching quality of teacher. This means that when the teacher's work motivation is to teach, the teaching quality of teacher will also be high, but if the work motivation is low, the quality of teaching will decrease.

Principal leadership and work motivation have a positive effect on teaching quality of teacher. This means that when the leadership of principal and work motivation at vocational teachers is high, the teaching quality of teachers will be high or increase.

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The Influence of Principal Leadership and Work Commitment on Professionalism of Primary School Teachers

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Abstract: This study aims to determine the influence of principal leadership and work commitment to the professionalism of primary school teachers. The formulation of the problem in this study, namely (1) how is the influence of the principal leadership on teacher professionalism?, (2) how is the influence of work commitment on teacher professionalism?, (3) how is the influence between principal leadership and teacher work commitment to teacher professionalism. This study uses a quantitative approach with an ex post facto design. This research is looking for systematic empirical data and in this study the researcher can't directly control the independent variables because the events have occurred and according to their nature can't be manipulated. This study places the influence of principal leadership and teacher work commitment to the professionalism of primary school teachers in Cokroaminoto cluster, Semidang Aji District, OKU Regency. The results of the descriptive analysis show that the performance of the Cokroaminoto cluster primary school teachers in good category of 65.5%, that's, the mean or average score is 61.4155 which in 52-63 interval. The results of the descriptive analysis show that the professionalism of teachers in the professional category of teachers in carrying out their duties is 77.5%. However, there are still teachers whose professionalism is in the quite professional category at 12.0% and even there are still teachers who are less professional in carrying out their duties by 2.8%, this is reflected in the indicator that teachers do not master the methods and evaluation of learning outcomes. Based on the results of multiple regression analysis, the regression equation line $Y = 18.668 + 0.260X_1 + 0.472X_2$ is obtained. These results indicate that this positive sign is in accordance with the theory and can be interpreted that the principal leadership and teacher professionalism are good, so the teacher's performance will be good too.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah dan komitmen kerja terhadap profesionalisme guru sekolah dasar. Rumusan masalah dalam penelitian ini yaitu, (1) bagaimana pengaruh antara kepemimpinan kepala sekolah terhadap profesionalisme guru?, (2) bagaimana pengaruh komitmen kerja terhadap profesionalisme guru?, (3) bagaimana pengaruh antara kepemimpinan kepala sekolah dan komitmen kerja guru terhadap profesionalisme guru?. Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex post facto. Penelitian ini mencari data empirik yang sistematis dan dalam penelitian ini peneliti tidak dapat mengontrol langsung variabel bebas karena peristiwanya telah terjadi dan menurut sifatnya tidak dapat dimanipulasi. Penelitian ini menempatkan pengaruh kepemimpinan kepala sekolah dan komitmen kerja guru terhadap profesionalisme guru sekolah dasar pada gugus Cokroaminoto, Kecamatan Semidang Aji, Kabupaten Ogan Komering Ulu (OKU). Hasil analisis deskriptif menunjukkan bahwa kinerja guru Sekolah Dasar Gugus Cokroaminoto dalam kategori baik 65,5% yaitu diperoleh mean atau skor rata-rata sebesar 61,4155 yang terletak pada interval 52-63. Hasil analisis deskriptif menunjukkan bahwa profesionalisme guru dalam kategori menjalankan tugasnya yaitu sebesar 77,5%. Namun demikian masih terdapat guru yang profesionalisme dalam kategori cukup sebesar 12,0%, dan bahkan masih terdapat guru yang kurang profesional dalam melaksanakan tugasnya sebesar 2,8%, ini tercermin pada indikator bahwa guru kurang menguasai metode dan evaluasi hasil belajar. Berdasarkan hasil analisis regresi berganda diperoleh garis persamaan regresi $Y = 18,668 + 0,260X_1 + 0,472X_2$. Hasil ini menunjukkan tanda yang positif ini adalah sesuai dengan teori dan dapat dimaknai bahwa kepemimpinan kepala sekolah dan profesionalisme guru baik maka kinerja guru juga akan baik.



A. Introduction

Education is one aspect that plays a central role in life, according to Law no. 20 of 2003 concerning the national education system. Education is a right that must be obtained by all people, education determines the development of nation and state. Everyone is competing to find knowledge to be used in life. Omeri (2015) states that the priority for national development is to create a society with noble, moral, ethical, cultured, civilized characters based on Pancasila.

One of the important things that cannot be separated from human life is education. Syaifullah (2014) argues that education as a vital means of developing human resources is a need that cannot be separated from human life in educating the nation's life and forming skilled humans in their fields. Leadership is an action taken by individuals or groups to coordinate and give directions to individuals or groups to coordinate and give directions to other individuals or groups who are members of a particular forum to achieve predetermined goals (Suryadi et al, 2020). Competence is a general term for the skills, knowledge and adequate function of a profession. There are two teacher competencies, namely general competence and special competence (Sukamto, 2016).

Sion (2016) said that teachers in carrying out their duties and responsibilities are certainly influenced by various conditions. The conditions referred to are work commitment and job satisfaction. Personnel who have a high commitment, in this case are teachers, the related institutions will produce more productive results. The concept of organizational commitment is important for someone in carrying out their duties and obligations. Commitment is a sense of attachment and loyalty directed by a person towards his place of work.

Ahmad (2013) said that apart from work commitment, the progress of an educational institution is determined by leadership. The principal as a leader has a duty as a driving force to advance the educational institution he leads. Leadership is said to be good and successful if the principal is able to influence all the elements in the institution he leads. Through the strength inherent in his position, the principal must be able to make changes, so that the educational institution he leads becomes a quality educational institution.

Armstrong (2010) states that commitment is "love and loyalty which consists of; (1) unification with the goals and values of the company, (2) the desire to remain with / in the organization, (3) willingness to work hard on behalf of the organization". While Luthans (in Wibowo 2015) defines commitment as: (1) a strong desire to remain a member of a particular organization, (2) a desire to urge efforts at the level on behalf of the organization, (3) a definite belief in certain matters and acceptance towards the values and goals of the organization. In other words, commitment is an attitude that reflects employee loyalty to the organization. Meanwhile, according to Cohen (2003) commitment is a force that binds an individual to an action that is relevant to one or more targets.

Meanwhile, Mus et al (2017) stated that organizations whose members have a higher level of commitment will also show higher performance and productivity with low employee absenteeism and tardiness. This means that the level of commitment possessed by workers affects the work and achievement of organizational goals. Santika and Sudibya (2017) define commitment as a feeling of identification, involvement, and loyalty expressed by workers towards the company. According to them, commitment involves three characteristics: (a) feelings of identification with organizational goals, (b) feelings of involvement in organizational tasks, and (c) feelings of loyalty to the organization. Then,



Kreitner and Kinicki (Wibowo, 2014) mention commitment as an agreement in doing something for themselves, other individuals, and groups / organizations.

Syaifullah (2014) states that commitment reflects the level of circumstances where individuals identify themselves in the organization and its goals. Thus it is increasingly clear that organizational commitment includes three main dimensions, namely; identification of the goals to be achieved by the organization, the workers' feelings for their involvement in the tasks that must be carried out in the organization, and the workers' feelings of loyalty to the organization.

Jingping (2015) revealed that teacher commitment is significantly related to student learning outcomes. A teacher with high commitment will have a concern for the task, the needs of students, peers or direct superiors, as well as for school and change. According to Mulyasa (2013) Competence is one of the factors that affect teacher professionalism. Competence is an observable activity that covers aspects of knowledge, skills, values, attitudes, and the stages of their implementation as a whole. Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities which kaffah form the standard competency of the teacher profession, which includes material mastery, understanding of students, educational learning, personal development and professionalism.

The realization of a quality society is the responsibility of education, especially in preparing students to become subjects who increasingly play a role in displaying their strong, creative, independent and professional excellence in their respective fields (Mulyasa, 2004). Efforts to improve the quality of education are continuously carried out both conventionally and innovatively. The principal as the education leader is the person most responsible for the success of education in his school. The principal is concerned with leadership in carrying out tasks and relationships between people. So the conditions that must be met by someone who is elected or appointed as the principal must have the ability to carry out duties and the ability to foster good relationships with all school personnel (Muhroji, 2004).

Principal leadership in education includes the process of moving, influencing, motivating and directing people in educational organizations / institutions, especially to achieve the goals that have been formulated. Thus it can be concluded that an educational leader in this case is the principal is required to have the ability to guide, mobilize and encourage and direct people in educational institutions, namely achieving educational goals that have been formulated previously (Arifin and Permadi, 2007). In carrying out his leadership, the principal is assisted by a deputy principal (Herabudin, 2009).

Purwoko (2018) states that with regard to the leadership of the principal as an education administrator, he is responsible for the smooth implementation of education and teaching in his school. Therefore, to be able to carry out their duties properly, the principal should understand, master and be able to carry out activities related to his function as educational administration.

As a manager, the principal must be able to utilize all school resources in order to realize the vision and mission to achieve the stated goals. In addition, the principal must be able to face various problems in school, think analytically and conceptually and must always strive to become an intermediate teacher in solving various problems faced by the education staff who are his subordinates, and strive to make decisions that are satisfactory for all (Mulyasa, 2012).



Ahmad (2013) also wrote that the appointment of school principals should meet the criteria and requirements, both educational qualifications, seniority of rank, have skills, have managerial abilities, and have professional ethics so that in carrying out the duties they are assigned, they can run optimally as expected. Change is a journey. Persistence in facing challenges and obstacles is one of the strong characteristics of a leader. This means that the principal must be tough, persistent, firm, never give up and have innovations.

As stated in Article 12 paragraph PP. 28 of 1990 that "the principal is responsible for the implementation of educational activities, school administration, fostering other education personnel and the utilization and maintenance of facilities and infrastructure". Leadership is very important in pursuing the desired quality in every school. This can be understood because the smooth implementation of educational tasks is very dependent on the ability of the principal in carrying out his function as a leader in the school. The principal as an education leader must be fully responsible for the smooth implementation of education and learning in schools. Therefore, the principal has an important role and heavy responsibility, so that it requires high skills in various fields, especially in the professions that are carried out as leaders and managers in the implementation of the learning process in schools (Syaifullah, 2014).

Yuliana (2014) argues that teachers are the most decisive component in the education system as a whole, the main and first teachers. Teachers are always in the strategic spotlight when talking about education issues. Teachers play a major role in education development, especially those held formally in schools. Being a teacher is not an easy job, as some people imagine, by mastering the material and conveying it to students is enough, this cannot be categorized as a teacher who has a professional job, because a professional teacher, they must have various skills, special abilities, loves their job, maintains the teacher's code of ethics, and so on.

Daryanto, (2013) states that the work commitment that is formed will result in a good professionalism. Professional comes from the word profession which has the meaning of a job that demands expertise, responsibility, and loyalty to the job, while the word professional refers to two things, namely the person and the appearance or performance of the person in carrying out their duties or work. There are several factors that influence professionalism, including teacher competence, organizational climate, attitude.

Yuliana (2014) also argues that as a leader in educational institutions, the principal is responsible for all school management activities, involving teachers who are competent in their fields to carry out the assigned tasks. The description of teacher professionalism, when viewed from their academic qualifications, shows that professional teachers are teachers who have completed a bachelor's degree or diploma, have the ability to teach and of course master the material. Strategies in increasing professionalism lead to coaching quality teachers.

B. Method

The research design is the entire planning procedure and research implementation which includes data collection and data processing procedures that have been determined. In conducting a study, a researcher must compile a research design that is tailored to the type and purpose of the study. In accordance with the research objectives and the nature of the problem to be studied, this study uses a quantitative, descriptive, correlation research design. This study uses a quantitative approach with an ex post facto design. This

research is looking for systematic empirical data and in this study the researcher cannot directly control the independent variables because the events have occurred and according to their nature cannot be manipulated. This study places the influence of principal leadership and teacher work commitment to the professionalism of primary school teachers in Cokroaminoto cluster, Semidang Aji District, OKU Regency.

The population and sample in this study were the principal and all primary school teachers in Cokroaminoto cluster, Semidang Aji District, OKU Regency, totaling 77 teachers. The details of the study population can be seen in the following table.

Table 1. Research population

No	Names of primary school	Total of teachers
1	SD Negeri 106 OKU	11 teachers
2	SD Negeri 108 OKU	15 teachers
3	SD Negeri 109 OKU	8 teachers
4	SD Negeri 110 OKU	15 teachers
5	SD Negeri 111 OKU	17 teachers
6	SD Negeri 112 OKU	11 teachers
Total		77 teachers

Data collection techniques used in this study consisted of questionnaires, interviews and observations. The questionnaire was intended to collect data on teacher leadership, discipline, motivation and performance. Meanwhile, the interview is intended to capture data on the four research variables that cannot be collected using a questionnaire technique. The completeness of the data is also supported by observation.

In the preparation of the instrument used from the Likert Rensis model, namely with the options strongly agree (SA), agree (A), enough agree (EA), disagree (D), strongly disagree (SD). Each option is given a weight ranging from 5 to strongly agree to a weight of 1 for the option strongly disagree. Indriantoro (2002) categorizes the nature of the data into an interval scale. The population in this study were all seventh grade students of SMPK Santo Aloysius Lengko Ajang, Golo Wangkung Village, Sambi Rampas District, East Manggarai Regency, totaling 40 students. Since the population of 40 students was relatively small, all students were sampled in this study.

C. Result and Discussion

1. *The Influence of Principal Leadership (X_1) on Teacher Performance (Y)*

The results of the descriptive analysis show that the performance of the Cokroaminoto primary school teachers is in good category of 65.5%, namely the mean or average score of 61.4155 which lies in 52–63 interval. However, there are still teachers whose performance is in sufficient category which shows that they are not optimal in teaching and carrying out their professional duties by 15.2% in sufficient category, according to the results of the data there is an indicator of ability to analyze learning outcomes and the ability to arrange improvement and enrichment programs for students. Meanwhile, the results of the descriptive analysis of the principal leadership showed good or 71.8%.

There is an effect of principal leadership on teacher performance by 25.8%, and this influence is smaller than the professionalism of teachers, which is 39.4%. The influence of



principal leadership on teacher performance shows a positive and significant regression coefficient. The principal has a heavy responsibility as a leader in his school with regard to human resource management, namely the teachers he leads. This means that if the principal's leadership is good, the teacher's performance will increase. This result is in accordance with the theory or opinion of the Ministry of Education and Culture in management of primary schools (1995), explaining that "educational leadership is the principal ability to exert influences that can cause teachers to be moved to carry out tasks and activities together in achieving educational goals efficiently and effectively ". Thus the leadership of principal who is effective in leading the organization, in this case the primary school of Cokroaminoto cluster, Semidang Aji District, will increase teacher performance. This is evidenced by the results of the regression analysis that the principal leadership coefficient is positive.

2. *The Influence of Teacher Professionalism (X₂) on Teacher Performance (Y)*

The results of descriptive analysis show that the professionalism of teachers in professional category of teachers in carrying out their duties is 77.5%. However, there were still teachers whose professionalism was in the quite professional category at 12.0%, and there were even 2.8% teachers who were less professional in carrying out their duties, this is reflected in the indicator that teachers lacked mastery of methods and evaluation of learning outcomes. The professionalism of primary school in Cokroaminoto teachers who belong to the professional category is driven by a need for encouragement and efforts to increase their competence, which in turn leads to an achievement, namely performance.

There is a positive influence of the teacher professionalism variable on performance, which is 39.4%. The regression coefficient which is positive, means that the more professional a teacher is in doing his job as a teacher, his performance will increase. The primary school teachers of the Cokroaminoto Group of Pengandonan District are in the professional category, this is in accordance with the demands of the Minister of National Education Regulation Number 16 of 2007 regarding the qualifications and competencies of educators that teachers must have professional competence. These results are also in accordance with the desired theory, namely that teachers who are professional in their duties will increase their performance, because they carry out tasks according to their expertise. Professional teachers will always work hard to solve all the problems faced in the hope of achieving better performance.

3. *The Effect of Principal Leadership (X₁) and Teacher Professionalism (X₂) on Teacher Performance (Y)*

Based on the results of multiple regression analysis, the regression equation line $Y = 18.668 + 0.260X_1 + 0.472X_2$ is obtained. These results indicate that this positive sign is in accordance with the theory and can be interpreted that the principal's leadership and teacher professionalism are good, so the teacher's performance will be good too.

The results of the regression line equation can also be interpreted as follows.

- a. This constant which is positive indicates that if the two independent variables are not there, the teacher's performance is 18.668. If the principal leadership variable increases by one point, the teacher's performance will increase by 0.260, assuming that the teacher professionalism variable is constant.



- b. If teacher professionalism increases by one point, teacher performance will increase by 0.472, assuming the principal leadership variable is constant.

The influence of principal leadership on teacher performance shows a positive and significant regression coefficient. The effect of the principal leadership and teacher professionalism variable on teacher performance was 43.8%. The effect of teacher professionalism on teacher performance is 39.4%, this influence is greater or dominant, this is because teachers are increasingly professional in carrying out their professional duties as teachers, their performance will increase. In Permendiknas Number 16 of 2007 concerning educational qualifications and competencies, teachers must have professional competence. These results are also in accordance with the desired theory, namely that teachers who are professional in their duties will increase their performance, because they carry out tasks according to their expertise. Professional teachers will always work hard to solve all the problems faced in the hope of achieving better performance. The demand for professional teachers will improve their performance and lead to the quality of education as a whole. This is also a challenge and an anticipation in facing globalization that teachers must be professional.

Looking at education as a system, teacher performance cannot be separated from the leadership of the principal in terms of hadmaster and top management in managing schools and empowering teachers. The better the principal leadership in empowering teachers, the teacher performance will increase. In actual fact, what affects teacher performance is not only the principal's leadership and teacher professionalism, there are many other and very complex factors, therefore, other factors outside of this research model that affect teacher performance by 56.20%. Factors outside the regression model and this study, for example, school culture, supervision by the principal of work motivation, job satisfaction, pedagogical competence and so on were not studied.

D. Conclusion

Based on the results of descriptive statistical analysis of teacher performance variables, it was obtained a mean of 61.4155 in the good category or 65.50%, the leadership of the principal obtained a mean of 58.8028 in the good category or 71.80% and the professionalism of teachers obtained a mean of 58.0915 in professional category or 77.5% at the Cokroaminoto cluster primary school.

There is a positive and significant influence of school principal leadership on teacher performance by 25.80%. This positive effect means that if the principal's leadership is getting better, the teacher's performance will increase. There is a positive and significant influence of teacher professionalism on teacher performance of 39.40%. This positive effect means that if the teacher becomes more professional in carrying out their duties, the teacher's performance will increase.

There is a positive and significant influence of principal leadership and teacher professionalism on teacher performance of 43.80%. This positive effect means that if the leadership of the principal and teachers are more professional in carrying out their duties, the teacher's performance will increase. The ability to write poetry using picture media in students of SMPK Santo Aloysius Lengko Ajang class VII as a whole is classified as good with an average achievement of 77.47%. The number of students who completed was 31 people with a percentage of 77.5%. Meanwhile, there were 9 students who did not complete with a presentation of 22.5%. The use of image media in poetry writing has a very good influence on students' writing skills. Students' enthusiasm, creativity, and



imagination can be seen in the learning process in the classroom. Suggestions to parties who have a direct or indirect connection in this learning activity.

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The Effect of Teacher Motivation Islamic Religious Education Towards Improving Student Learning Outcomes at MI Nurul Ilmi Nabire

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Abstract: The purpose of this study was to determine: motivation for teachers of islamic religious education at MI Nurul Ilmi Nabire, increasing learning of students at MI Nurul Ilmi Nabire, the effect of motivation for islamic religious education teachers on improving student learning outcomes in MI Nurul Ilmi Nabire. The method used is quantitative research with survey methods. The population was students at MI Nurul Ilmi Nabire with a sample of 30 people. Data obtained through questionnaires, interviews and observations. The results are then analyzed in a correlational manner which is presented in tabular form. Based on the results of the calculation of the product moment correlation with the help of SPSS version 16.0 where to find out each variable has a directional correlation of the two variables, namely the X variable and the Y variable, which indicates that motivation by the teacher has a correlation coefficient value of 0.479 (47.9%). While the results of the F-test are indicated by the value of $F_{count} (0.198) < F_{table} (0.113)$ with a significance value of $0.660 > 0.05$, which means that it is greater than 0.05. And the t-test results that get the value of $t_{count} -445 < t_{table} 1.120$ with a significance level of $0.660 > 0.05$. This shows that the value of Sig. 0.05 has failed, because the results of both F and t is greater than 0.05. So it can be concluded that H_0 is accepted and H_a is rejected.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: pemberian motivasi guru pendidikan agama Islam di MI Nurul Ilmi Nabire, peningkatan belajar peserta didik di MI Nurul Ilmi Nabire, pengaruh pemberian motivasi guru pendidikan agama Islam terhadap peningkatan hasil belajar peserta didik di MI Nurul Ilmi Nabire. Metode yang digunakan adalah penelitian kuantitatif dengan metode survey. Populasi adalah peserta didik di MI Nurul Ilmi Nabire dengan sampel sebanyak 30 orang. Data diperoleh melalui angket, wawancara dan observasi. Hasilnya kemudian dianalisis secara korelasional yang disajikan dalam bentuk tabel. Berdasarkan hasil perhitungan korelasi product moment dengan bantuan SPSS versi 16.0 dimana untuk mengetahui masing-masing variabel mempunyai korelasi arah dari kedua variabel yaitu variabel X dan Variabel Y yang menunjukkan bahwa pemberian motivasi oleh guru mempunyai nilai koefisien korelasi sebesar 0,479 (47,9%). Sedangkan hasil dari uji F ditunjukkan dengan besarnya nilai $F_{hitung} (0,198) < F_{tabel} (0,113)$ dengan nilai signifikansi sebesar $0,660 > 0,05$, yang artinya lebih besar dari 0,05. Dan hasil uji-t yang mendapatkan nilai $t_{hitung} -445 < t_{tabel} 1.120$ dengan tingkat signifikansi $0,660 > 0,05$. Hal ini menunjukkan bahwa nilai Sig.0,05 telah gugur, karena hasil baik dari F hitung maupun t hitung lebih besar dari 0,05. Sehingga dapat ditarik kesimpulan bahwa H_0 diterima dan H_a ditolak.

A. Introduction

In the entire educational process in schools, learning activities are an important educational component. From the learning process there will be a reciprocal activity between the teacher and students to get to a better goal. The teacher is one of the determining factors for the success of any educational effort. Therefore, the teacher is expected to become an educator, teacher and guide in order to improve student learning achievement and foster motivation of students in learning. Psychologically, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting their daily needs. The changes that occur will all be evident in all aspects of behavior, namely cognitive, affective and psychomotor aspects. However, we have encountered many students who experience difficulties or have obstacles in the learning process. To prevent difficulties or obstacles in the learning process, the teacher consciously tries to improve student learning outcomes. As explained in the RI Law no. 20 of 2003, that: "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. Society, nation, and state (Komarudin, 2015).

Students who have a high interest in learning a subject will learn it within a certain period of time. Students can be said to have the motivation to learn. Motivation is indeed related to the needs of students who raise awareness to carry out learning activities. Therefore, interest is the learner's awareness that an object. Motivated students tend to be educated, knowledgeable people, who have expertise in certain fields. In addition, students who have high motivation tend to be active in class (Sanjaya, 2010). Stories show how great and powerful the role of a teacher is as a motivator. Like the story of children in Bangka Belitung which was written in a novel entitled "Rainbow Troops" and then made into a big screen film. Teachers should be able to arouse students' motivation to learn, so that later it will have an impact on the enthusiasm of students to learn. Without teacher motivation, the learning outcomes that will be achieved by students will be minimal. In this case, the relationship between a teacher and students must be communicative.

This study examines the effect of teacher motivation that can be accepted by students in the learning behavior of students. Students who are motivated will be aware of the things that have become their duties and responsibilities as learners. Because students realize that only themselves can change their behavior and learning outcomes to be good. According to Hamalik (2011) motivation is a force that drives individual activities to carry out an activity to achieve goals. For example, someone's need for food demands that someone is motivated to work. The need for social recognition encourages a person to undertake various social activity efforts. Motivation is formed by forces that come from within and from outside the individual. No one learns without motivation. Motivation is needed in the learning process so that students are more motivated to carry out teaching and learning activities that aim to increase student learning achievement.

According to Sudjana (2016) learning outcomes are a description of how students understand the material presented by the teacher. From the learning outcomes the teacher can receive information on how far students understand the material being studied. The success of students in achieving learning outcomes in achieving learning outcomes is grouped into two, namely internal and external factors (Slameto, 2013).

The teaching process was ineffective. A lot of time, energy and costs are wasted while learning goals cannot be achieved, even noise occurs in the communication between teacher

and student. So that the teacher provides motivation by realizing the appropriate subject and always giving rewards in the form of praise, giving questions, giving assignments and practices, then students will have the motivation to learn. Giving motivation from the teacher is very important to improve the learning achievement of students at MI Nurul Ilmi. A person who has self-confidence can control himself well. Able to show his abilities without feeling inferior.

Madrasah Ibtida'iyah Nurul Ilmi Nabire is located at Jalan Melati, Bumiwonorejo Nabire, Kab. Papua. According to field observations and information from teachers and local employees, there are still many students who experience learning difficulties, as seen from students who are reluctant to learn and are not enthusiastic about receiving lessons in class. Students have not been active in working on the practice questions given by the teacher. So that the learning outcomes are not satisfactory, because there are still many grades below the graduation standard, even though so far there have been school facilities provided to support infrastructure for the smoothness of the learning process. That is the problem of the researcher, so the researcher wants to know more about the effect of motivating Islamic religious education teachers on the improvement of learning outcomes achieved by students.

B. Method

This type of research the writer uses is quantitative research with a quantitative deductive approach. Quantitative research is a study that mostly uses the logic of the verification hypothesis which starts with deductive thinking to derive the hypothesis then conducts testing in the conclusion field (Tanzeh, 2011).

1. Data collection techniques
 - a. Questionnaire (Questioner), is a data collection that is done by giving questions, written questions to respondents to answer and obtaining information relevant to research with high validity (Sutabri, 2012), at MI Nurul Ilmi Nabire.
 - b. Observation, often called the method of observation. The observation method is a way of collecting data by making careful and systematic notes (Kristanto, 2018). In this case the research site is MI Nurul Ilmi Nabire.
 - c. Interview, is a technique that can be used to collect research data. In simple terms it can be said that the interview (*interview*) is an event or a process of interaction between the interviewer (*interviewer*) and the source of information or the person being interviewed (*interviewee*) through direct communication (Yusuf, 2014), in order to obtain information at MI Nurul Ilmi Nabire.
 - d. Documentation, looking for data about "Student Learning Outcomes" through data files, or in terms of students' affective. To obtain data in the form of documents or writing. In carrying out the documentation method, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, notes and so on (Arikunto, 2013).
2. Data analysis technique is a systematic search and arrangement process to process data that has been collected to obtain conclusions as a result of research. The data obtained were analyzed quantitatively with SPSS (Statistic Product and Service Solutions) such as descriptive analysis and simple linear regression. Furthermore, an interpretation of the results of the analysis is held (Priyatno, 2009).

In line with the above opinion, data processing is an activity or process of assembling and translating it into a special form in order to facilitate a special form in order to facilitate the analysis process. Data processing techniques are as follows:

- a. *Editing* : Checking the possibility of filling in the questionnaire and inconsistencies.
- b. *Coding* : The activity of giving certain codes is to facilitate data processing, especially if it is processed using electronic computers.
- c. *Tabulating* : Process of grouping similar answers and adding them together in a thorough and orderly manner (creation of useful tables).
- d. *Analizing*: The activity of making analyzes as a basis for drawing conclusions (Sugiyono, 2010).

1) According to (Sugiyono, 2010) The measurement scale is a set of rules needed to quantify data from the measurement of a variable. The measurement scale used is the Rating Scale, which means that each number is given in the alternative answer to each instrument item, namely:

- a. Value 5 if the answer strongly agrees.
- b. Value 4 if the answer agrees.
- c. Value 3 if the answer is in doubt.
- d. Value 2 if the answer does not agree.
- e. Value 1 if the answer strongly disagrees.

2) Analyze the collected data, after being carefully selected it is then processed to be analyzed quantitatively by using statistical methods using product moment correlation. The product moment correlation formula and the t-test used are as follows:

Regression Equations

$$Y = a + Bx$$

$$a = \frac{\sum Y_1 \cdot \sum X_1^2 - \sum X_1 \cdot \sum X_1 \cdot Y_1}{n (\sum X_1^2) - (\sum X_1)^2}$$

$$b = \frac{n (\sum X_1 \cdot Y_1) - (\sum X_1 \cdot \sum X_1)^2}{n(\sum X_1^2) - (\sum X_1)^2}$$

$$r_{xy} = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{[N(\sum X_1^2 - (\sum X_1)^2) \cdot (N(\sum Y_1^2) - (\sum Y_1)^2)]}}$$

$$t = \frac{r\sqrt{n-2}}{r\sqrt{1-r^2}}$$

Information :

- | | |
|----------------------|--|
| a | = Constant |
| b | = Vegansi constant |
| x | = Independent variable / independent |
| y | = Dependent variable |
| n | = Number of samples investigated |
| $\sum$ | = Sigma (number) |
| $\sum Y_1$ | = Number of Variables Y |
| $\sum X_1$ | = Number of Variables X |
| X_1^2 | = Squares of X |
| Y_1^2 | = Squares of Y |
| $\sum X_1 \cdot Y_1$ | = The number of times x and y (Sugiyono, 2013:228) |
| r_{xy} | = The correlation coefficient between the variable x and variable y, the two variables being correlated. |

C. Result and Discussion

1. Validity and Reliability test

a) According to Siregar (2016) validity is a measure that shows the levels of validity or validity of an instrument. The instrument is said to be valid if it is able to measure what it wants to measure (Abdurahman, 2017). The validity test is carried out by correlating the scores obtained by students on a questionnaire item with the total score obtained. Before being tested, the questionnaire must meet the validity of the construct first. Sugiyono explained that the non-test instrument used to measure attitudes was sufficient to meet the validity of the construct and to test the validity of construction expert opinion could be used (Sugiyono, 2014). This research expert, Sri Sami Asih, saw the suitability between the grid, the objectives and the theory used (Sugiyono, 2014). After the questionnaire was validated, a demonstration method questionnaire was tested. The questionnaire trial data was then tabulated to obtain a score to calculate the trial results. In calculating the results of the questionnaire trials, researchers used the SPSS version 16.0 for windows program. Basically, the purpose of the validity test is to determine the validity of the questionnaire. Because the data that can be calculated using SPSS is valid data (Priyatno, 2010). To find out the validity of the data, it can be seen by:

- 1) If $r_{\text{count}} > r_{\text{table}}$ then the data is valid
- 2) If $r_{\text{count}} < r_{\text{table}}$ then the data is invalid

Table 1. The results of the validity test on variable X

No		Indicator	R.	Sig.	Information
1	Variable the influence of teacher motivation	Eager to learn	-0,020	0,25	Invalid
		Responsible	0,851	0,25	Valid
		Liveliness	0,404	0,25	Valid
		Obligations	0,816	0,25	Valid
		Maintain value	-0,467	0,25	Invalid
		Difficult problem	0,876	0,25	Valid
		Score	0,620	0,25	Valid
		Cultivate enthusiasm	0,573	0,25	Valid
		Strategy	0,684	0,25	Valid
		Insight	0,000	0,25	Invalid
		Class situation	0,496	0,25	Valid
		Interest to learn	0,072	0,25	Invalid
		Discipline	0,042	0,25	Invalid
		Laziness	-0,103	0,25	Invalid
		Study companion	0,950	0,25	Valid
		Encouragement	0,888	0,25	Valid
		The importance of the teacher's role	0,580	0,25	Valid
		Motivational weight	0,950	0,25	Valid
		Learning atmosphere	-0,676	0,25	Invalid
		Giving motivation	0,580	0,25	Valid

It can be explained that there are 7 invalid question items because $r_{\text{count}} < \text{sig } 5\%$ and there are 13 valid question items because the value of $r_{\text{count}} > \text{sig } 5\%$. This can be seen with the $r_{\text{table } 5\%}$ which is equal to 0.25. So it can be concluded that the distinguishing power is considered satisfactory in providing motivation for Islamic religious education teachers to the learning outcomes of students at MI Nurul Ilmi Nabire.

- b) The reliability test is used to test the extent to which the consistency of a measuring instrument can be used again in the same research (Sugiyono, 2014). Testing reliability in this research is to use the Cronbach Alpha formula, if the measuring instrument has an alpha coefficient above 0.25 ($\alpha > r_{\text{table}} = \text{reliable}$) then the research instrument is said to be reliable (Priyatno, 2010). Complete reliability testing can be seen in the following table:

Table 2. Reliability testing results

No.	Variable	Alpha Coefficient	Comparative Alpha Coefficient	Information
1.	Provide teacher motivation	0,609	$> 0,361$	Reliable
2.	Improved student learning outcomes	0,743	$> 0,361$	Reliable

The results of the variable construct reliability testing used in this study obtained an Alpha value greater than 0.361. This means that the construction of these variables is reliable between the provision of teacher motivation and student learning outcomes.

2. Linearity Test

Basically, the linearity test is a requirement in simple linear regression analysis and in the correlation test. The function of the linearity test is to determine the form of the relationship between the independent variables and the dependent variable (Sunariah, 2013). In knowing the results of the linearity test, they are as follows:

- If the value is Sig. deviation from linearity > 0.05 , then there is a linear relationship between variable X and variable Y.
- If the Sig. deviation from linearity < 0.05 , then there is no linear relationship between variable X and variable Y.

Table 3. Linearity test

		Sum of Squares	Df	Mean Square	F	Sig.
learning outcomes * providing teacher motivation	Between (Combined) Groups	316.367	16	19.773	1.039	.479
	Within Groups	247.500	13	19.038		
	Total	563.867	29			

Based on the linearity test, it is known that the sig value. deviation from linearity of $0.479 > 0.05$, it can be concluded that there is a linear impact between the influence of the motivation for Islamic religious education teachers on the improvement of student learning outcomes at MI Nurul Ilmi Nabire.

3. Homogeneity Test

The homogeneity test is a test used to determine whether the two groups have the same data variance or not. In this case the provisions apply, if the value of F count is less or equal to F table at a significant level of 0.05 then H_0 is accepted, meaning that the two data have the same variance, and if the calculated F value is greater than F table then H_0 is rejected (Sugiyono, 2014).

Table 4. Homogeneity test

Learning outcomes			
Levene statistic	df1	df2	Sig.
8.165	7	13	.001

Based on the results of the homogeneity test using SPSS, the significance value has been obtained which is equal to 0.001. Which means that the distribution of data on variable X to variable Y is not homogeneous. Because the significance value is smaller than 0.05.

4. Normality Test

The normality test is a test that is carried out with the aim of finding out whether the data is normally distributed or not. To detect whether data is normally distributed or not, you can use graph analysis. If the residual distribution is normal, then the line representing the actual data will follow the diagonal line (Ghozali, 2013). In this normality test, namely using the Kolmogorov Smirnov normality test (K-S test). This test is done by comparing the probability value, if the calculation result is greater than 0.05, it means that the residual distribution is normal. However, if the probability is less than 0.05 then the residual distribution is not normal (Wulansari, 2018).

Table 5. Normality test

		Provide teacher motivation	Learning outcomes
N		30	30
Normal Parameters ^a	Mean	56.0667	49.9333
	Std. Deviation	4.93358	4.40950
Most Extreme Differences	Absolute	.142	.094
	Positive	.058	.094
	Negative	-.142	-.090
Kolmogorov-Smirnov Z		.776	.515
Asymp. Sig. (2-tailed)		.584	.954
a. Test distribution is Normal.			

Based on the results of the normality test, the significance value in the X variable was 0.584 and the significance value in the Y variable was 0.954, which means that it was greater than 0.05. So it can be concluded that the residual value is normally distributed. So that the results of this analysis can continue to the next regression test.

5. Inferential Statistical Analysis

This study uses simple statistical analysis and linear regression analysis to determine the effect of one variable on another. By using the analysis program SPSS (Statistic Package for Social) and OLS (Ordinary Least Square). The linear regression equation is:

$$Y = a + b_1 \cdot x_1 + e$$

Y = The dependent variable (the results of a questionnaire about improving student learning outcomes).

X = Independent variable (teacher motivation).

In inferential statistics, there must be hypothesis testing that aims to see whether the statistical measures used can be drawn to broader conclusions in the population. These statistical measures are compared with the population distribution pattern as the norm. Therefore, knowing the distribution pattern of sample data is important in inferential statistics.

- a. Simple linear regression analysis to simplify the calculation of simple linear regression analysis in this study uses correlation with SPSS which is divided into 2, namely: partial analysis (t-test) and simultaneous analysis (F-test).

Table 6. Statistical analysis with summary model

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.084 ^a	.007	-.028	4.47177	.007	.198	1	28	.660
a. Predictors: (Constant), Provide teacher motivation									
b. Dependent Variable: Learning outcomes									

The results of the simple linear regression test in this study with the summary model explain that the magnitude of the correlation value or relationship (R) is 0.954 and the coefficient of determination (Adjusted R Square) is -0.028, which implies that the effect of the independent variable (teacher motivation) on the dependent variable (increase in student learning outcomes) is 1.1%.

Table 7. Simple linear regression test with coefficient model

	Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	54.133	9.472			5.715	.000
	Provide teacher motivation	-.075	.168	-.084		-.445	.660

a. Dependent Variable: Learning outcomes

The simple regression test on the coefficient value is known that the value of constant (a) is 54,133, while the impact value of the demonstration method (w / regression coefficient) is -0.075.

so that the regression equation can be written:

$$Y = a + bX$$

$$Y = 54.133$$

1. The equation can be translated:

- Constant is 54,133, which means that the demonstration method is 0 (zero).
- The regression coefficient X of -0.075 states that every 1% increase in the value of the demonstration method. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

2. Decision making in a simple linear test, namely:

- Based on the significant value of the coefficient table, a significance value of 0.660 is obtained, which means that it is greater than 0.05 ($0.660 > 0.05$), so it can be concluded that the variable X (teacher motivation) has no effect on variable Y (increasing participant learning outcomes. students).
- Based on the t value, it is known that the $t_{\text{count}} -445 < t_{\text{table}} 1.120$, so it can be concluded that the X variable (teacher motivation) has no significant effect on the Y variable (increasing student learning outcomes). So it can be concluded that H_0 is accepted H_a rejected.

3. How to find table, namely:

$$\begin{aligned}
 t_{\text{tabel}} &= (\alpha/2 ; n-k-1) \\
 &= (0,05/2 ; 30-1-1) \\
 &= (0,025 ; 28) \\
 &= 1.120
 \end{aligned}$$

4. The results of hypothesis testing, based on the results of the t-test obtained, it can be concluded that H_0 is accepted and H_a is rejected.

H_0 : There is no significant impact between the influence of motivation for Islamic religious education teachers on the improvement of student learning outcomes at MI Nurul Ilmi Nabire.

This research was conducted at MI Nurul Ilmi by taking 30 respondents as students. With the aim of knowing the data about the influence of the motivation of Islamic religious education teachers on the improvement of student learning outcomes, as well as to find out

how much influence the motivation of Islamic religious education teachers on the increase in learning outcomes of students at MI Nurul Ilmi Nabire. Based on the results of the research that has been done, it can be seen that:

- a. The influence of teacher motivation, learning motivation in the implementation or application of motivation in education, especially regarding the learning process is needed. Motivation to learn is the overall psychic driving force within students that gives rise to learning activities, and ensures the continuity of learning activities for the achievement of goals. Likewise with the existence of psychological factors that are non-intellectual in nature, and their unique roles, which foster passion, enjoyment and enthusiasm in learning, which in turn can improve learning achievement. This learning motivation is an extension of intrinsic motivation which has characteristics, attitudes and behaviors such as: persistence, tenacity, endurance, courage to face challenges, excitement, and hard work. From the description above, it can be concluded that learning motivation is basically the entire psychic driving force of students that generates passion, pleasure, and enthusiasm for learning. This motivation has the characteristics of fellowship, tenacity, endurance, courage to face challenges, enthusiasm, and hard work which in turn increases the acquisition of learning achievement.

Therefore, motivating students to be able to use their knowledge to solve a problem at hand or to answer questions. Teachers are able to provide guidance or encouragement for a successful and effective teaching and learning process.

- b. The achievement of MI Nurul Ilmi Nabire students, the level of learning achievement achieved by students does not just grow and develop, but is the result of the interaction of various influencing factors, both internal and external.

Teachers who have good performance in school will be able to explain lessons well, be able to foster student learning motivation well, be able to guide and direct students in learning so that students will have enthusiasm for learning, are happy with the learning activities that are followed, and feel easy to understand the material presented by the teacher. With the existence of teacher motivation is able to provide a positive influence on the smoothness and success of the teaching and learning process.

- c. How big is the impact of the influence of motivation on Islamic religious education teachers on the improvement of student learning outcomes at MI Nurul Ilmi Nabire. Based on the results of the calculation of the product moment correlation with the help of SPSS version 16.0 where to find out each variable has a directional correlation of the two variables, namely the X variable and the Y variable, which shows that the effect of teacher motivation has a correlation coefficient value of 0.479 (47.9%) . While the results of the F test (simultaneous), namely testing simultaneously or together between the influence of the variable giving teacher motivation to increase student learning outcomes. In this test, it is indicated by the value of $F_{count} (0.198) < F_{table} (0.113)$ with a significance value of $0.660 > 0.05$, which means that it is greater than 0.05. And the t-test results that get the value of $t_{count} -445 < t_{table} 1.120$ with a significance level of $0.660 > 0.05$. This shows that the value of Sig. 0.05 has failed, because the results of both F and t is greater than 0.05. So it can be concluded that H_0 is accepted and H_a is rejected.

This shows that there is no significant influence of the teacher motivation variable on improving student learning outcomes at MI Nurul Ilmi Nabire. Based on the discussion of the analysis of the findings of the research results above about the effect of giving motivation to teachers of Islamic religious education on improving student

learning outcomes at MI Nurul Ilmi Nabire, namely giving teacher motivation seen from delivery, application and practice does not have a significant effect on improving student outcomes. This shows that each student who achieves not from the provision of motivation that the teacher uses in guiding all students. So the authors can conclude that this study was successful and with the provision of motivation for Islamic religious education teachers had no effect on improving student learning outcomes at MI Nurul Ilmi Nabire. In particular, it can instill a sense of enthusiasm for students. Hopefully the younger generation in education today and beyond will be a generation who is always passionate about education, a generation that has strong faith and devotion to Allah SWT, and also becomes a generation that can be proud of the Nation and State.

D. Conclusion

Based on the results of the discussion or analysis by the author, it can be concluded that the learning outcomes of students are not influenced by the motivation of teachers of Islamic religious education. Thus the hypothesis proposed by the author is rejected, namely that the learning outcomes of students are not influenced by the motivation of Islamic religious education teachers by obtaining the value of $F_{\text{count}} (0.198) < F_{\text{table}} (0.113)$ with a significance value of $0.660 > 0.05$. This shows that there is no significant influence between the motivation of teachers of Islamic religious education on student learning outcomes.

The learning process will be successful when students have motivation in themselves while learning. Therefore, in addition to fostering learning motivation of students, teachers are required to be creative in arousing learning motivation of students. Because with creative teachers, students are moved in learning that will be experienced by students or students who are following the learning process.

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Human Resource Management in Improving The Quality of Education

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Abstract: this study aims to determine human resource management in improving the quality of education. The formulation of the problems in this research are: (1) how is human resource management in improving the quality of education?, (2) what are the obstacles faced in the implementation of human resource management in improving quality?, (3) what are the factors in the implementation of human resource management in improving the quality of education?, (4) how is the quality of education?. This research is a qualitative research with a qualitative descriptive approach. The data obtained were collected through observation, interview and documentation techniques. The results showed that human resource management at SD Negeri 170 Ogan Komering Ulu (OKU), both in quality improvement, implementation, supporting factors and the quality of education had been running optimally.

Abstrak: penelitian ini bertujuan untuk mengetahui manajemen sumber daya manusia dalam peningkatan mutu pendidikan. Rumusan masalah dalam penelitian ini adalah: (1) bagaimana manajemen sumber daya manusia dalam peningkatan mutu pendidikan?, (2) apa kendala yang dihadapi dalam pelaksanaan manajemen sumber daya manusia dalam peningkatan mutu?, (3) apa saja faktor dalam pelaksanaan manajemen sumber daya manusia dalam peningkatan mutu pendidikan?, (4) bagaimana mutu pendidikan?. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif kualitatif. Data yang diperoleh dikumpulkan melalui teknik observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen sumber daya manusia di SD Negeri 170 Ogan Komering Ulu (OKU) baik itu dalam peningkatan mutu, pelaksanaan, faktor pendukung dan mutu pendidikan sudah berjalan dengan optimal.

A. Introduction

Education quality determines the quality of the people to live in the developed and dignified. UU No 20 the year 2003 on system education in national started to carry update curriculum, improvement in capability of educators, the provision means and infrastructure, improvement in well-being of educators, improvement organizational, management, and supervision. Essential for implemented, associated with improvement in the quality of the supply power human. Management is most often discussed in the field of academic and practice.

Education aims to provide human resources for national development. The development step is always strived to be in harmony with the records of the times. The times have always brought new things that never appeared before. According to Kemal & Hasibuan (2017) states that resource management requires human beings and the awareness needed in humans as a source that only takes the potential and is decided in an organization, and needs to continue to be developed so that it can contribute as much as possible to the organization and to development itself. The progress of science and technology in developing countries is determined by management resources taken from humans, called human resource management, this is the dominant factor in this field.

Increasing the quality of management resources leads people to see the concept in the totality of life, the dimensions of quality that lie in the context of the development as a whole, namely good faith and professional service, intellectual discipline and efficiency (Suryadi et al, 2020). The phenomenon of social at a time now and time the era of globalization a was decide was management resources human (Ruhana, 2012). Human resources are the most important capital of all activities. Humans as the most important element are analyzed and developed in ways, time, energy and abilities that can actually be used optimally for the benefit of organizations and individuals (Fathoni, 2006).

Human resource management is a science and art that regulates the process of utilizing human resources and other effectively and efficiently to achieve a goal (Almasri, 2016). With era full and change, environment in which faced by management source take human challenge, change appear to quickly and include issues which very wide. managing resource take the human in a was decide for success an organization, fail in the image would have an impacton difficulties organizations in the ideal in various challenges (Widiansyah, 2018).

According to Kemal, et al (2019) human resource management is a factor that will determine organizational performance, the appropriateness of utilizing and developing human resources and integrating them in a unified movement and direction of the organization will be important for increasing organizational capabilities in achieving its goals. In order to better understand how the position of human resource management in an organizational context requires an understanding of the meaning of human resource management itself, in order to position the role of human resource management in the dynamics of organizational movements (Iskarim, 2017).

The importance of human resource management can't be separated from human efforts to develop an increase in the quality of human resources. The participation of human resources in development requires awareness without coercion and that is the essence of the role of human resources in expected development.

One of the important areas in education management is related to human resources involved in the education process, both educators such as teachers and education personnel such as administrative personnel. The intensity of the world of education in relation to

humans can be seen as an important difference between school educational institutions and other organizations.

This is how that had source take human in was dominant in the process in education or instruction, a thing has also mean know that manage human resource is fielded a very important an implement process educational or learning in school improve the performance of human resource need management systematically and targeted, so process performance objectives in the organization can implement an effectively and efficiently. This mean knows that management source takes human a thing was key to successful companies, or small, anything type in the industry (Mufidah, 2018). Aspect management source takes human is it in the position key in a company or an organization because every organization formed in the people, use services in them, developed skill in them, encourage they're to performing high, and guarantee it hose for continue keep a commitment to the organization was the was key in achieving objectives organization.

As a formal educational institution, in the implementation of education, it is highly determined that the quality improvement is in response to the needs and dynamics of a developing society, so that quality improvement can be realized through the implementation of education. School services can be said to be of high quality or quality if they are made simple but important and meet standards. That is, the product must be precisely fit for purpose. Basically, the quality of education can be viewed as a condition, condition, appearance or performance shown by each component of the education unit in achieving the stated goals.

According to Dewi (2013), human resource management in order to improve the quality of education is very important. This means that in an organization or educational institution it can advance or develop with the support of human resources. Every educational institution or organization that wants to develop must pay attention to human resources and manage them well, in order to create quality education. The success of education in schools is largely determined by the success of the principal in managing educators and education personnel available at schools. In this case, increasing productivity and work performance can be done by improving the behavior of teachers and education personnel in schools through the application of various personnel management concepts and techniques. In human resource management, the principal is the key to success in achieving quality education. The principal is required to always strive to foster and develop human resources or educators and education staff in order to create quality education.

Educators/teachers are a very important human resource in an educational institution (Winarti, 2018). This is because they are front-liners who deal directly with students so that the success or failure of students lies in a teacher in the learning process. The process of recruiting and coaching educators is something that is vital. In the case of teacher recruitment, of course, it does not only consider the academic side, but there are other requirements that must be met, namely they must have a good personality, have integrity and be responsible for something they carry.

In a good organization, it also needs good management. Therefore the need for a good management understanding is very important. Where the entire process of implementing an educational institution requires a mature management foundation. The three management functions in modern management are not linear, but a spiral. This allows the organization to move continuously and not stop at one stage.

The most important thing in a company or educational institution is to socialize its employees into the company so that they can become productive and effective employees.

Since the direct placement of employees on the job does not guarantee that they will succeed and they often feel uncertain about their roles and responsibilities, there is a need for training and employee development. Through training, employees are helped to do existing jobs, and improve their overall career and help develop their responsibilities in the future. If training is more oriented towards present conditions, while development is more oriented towards the future (Mangkuprawira, 2008).

One of the functions of human resource management is training and development, meaning that to get an educated workforce with good and appropriate human resources, it is necessary to hold training and development (Yuniarti, 2019). This is an effort to prepare the education workforce to face job assignments that are considered to have not mastered it. At SD Negeri 170 OKU educational institutions are educational institutions that pay attention to the quality of education. Efforts are being made to maintain and improve the quality of education, namely by holding training by the school for educators and education personnel so that it is recognized by the wider community that the quality or quality of education at SD Negeri 170 OKU really fulfils the wishes of customers.

B. Method

This research is a qualitative study using a qualitative descriptive approach. The choice of this method is based on the consideration that data is taken that illustrates the understanding of the school manager, in this case, the principal, teachers, administration, employees and the financial department (treasurer) on human resource management at SD Negeri 170 OKU which includes, the human resource planning process, the recruitment process, selection and placement, the training and development system, the compensation system and the appraisal system and the monitoring system. Besides that, this approach also aims to gain insight and interpretation in-depth and naturally about the meaning of phenomena and realities that appear in the field.

Qualitative research places more emphasis on process aspects than just results. Qualitative research has a natural field as a direct source of data so that it is descriptive naturalistic. In line with the above opinion, this study aims to describe the understanding of school administrators of human resource management at SD Negeri 170 OKU and the programs that have been implemented.

Meanwhile, the presence of researchers in qualitative research is necessary, because there is a close relationship between researchers and research subjects. As the main instrument, humans have a high degree of adaptability in research, can always adapt to changing situations in research (Nasution, 1992), meaning that researchers as instruments bear the consequences that researchers become everything from the entire research process, namely as a planner, implementer, data collector, data analysis and at the same time as a pioneer of research data.

The researcher wants to reveal the meanings and context of behaviour and the processes that occur in the observed pattern of factors related to the perceptions possessed by the participants. In this connection, to obtain a complete, in-depth and through understanding of the research focus, the approach that is considered suitable in this research is the phenomenological approach. Thus the data obtained, both in the form of information, observation symptoms, information and observations about "human resource management in improving the quality of education at SD Negeri 170 OKU" is more appropriate if it is expressed in words by the characteristics of the qualitative approach. to obtain a deeper and broader understanding of the observations behind the information and observations during

the field. The data obtained were collected through observation, interview and documentation techniques.

C. Result and Discussion

1. Human Resource Management in Quality Improvement

The author presents the discussion of research findings at SD Negeri 170 OKU based on the results of interviews, documentation and observations made formally or informally. Formal and informal interviews, observation and careful documentation were carried out directly by the researcher. The discussion of the research findings is as follows.

a. *Human Resource Planning System*

Human resource planning in education is of course very different from human resource planning in the business world and industry. In the business world and usually, some divisions or departments specifically manage human resource. In contrast to the world of education in this case schools, therefore human resource planning is usually carried out by the principal or a team that has been formed. Likewise, what happened in SD Negeri 170 OKU, this is based on the results of interviews that have been conducted with the principal both formally and informally, that those directly involved in management and planning are the head of the school, for teachers and school treasurers. SD Negeri 170 OKU, which has been carried out so far, is using volume analysis and workload, which in other terms is called *tupoksi* (main objectives and functions) and then looking for the right personnel to fill the position or position with various considerations.

Human resource planning is also carried out through several stages such as making the main tasks and functions first in terms of what the workload is, then finding and selecting the right personnel to do the task. In filling in personnel, besides being based on intellectual capacity, capability and experience, it also considers academic achievement and skills. Job analysis and job descriptions.

Job analysis is an activity of the process of collecting and compiling information related to the tasks, types of work and responsibilities of each position or job to realize organizational goals, both present and future. This job analysis should be as detailed and clear as possible starting from duties and responsibilities of a person who occupies the top position to someone who occupies the lowest position so that there is no overlap of work.

The analysis of jobs and positions has been carried out in several stages, including (1) drafting by the principal and the appointed team, (2) discussion in plenary meetings, (3) plenary meetings, (4) making and stipulation of certificate. (Interview with MD) what was conveyed was true that "the considerations used as a basis in conducting job analysis include the number of students, the number of activities and programs that must be adjusted, besides that additional support for infrastructure and financial strength is needed to achieve the goal".

The draft or initial concept of job analysis that reflects the main tasks and functions of all school components starting from the principal to the lowest level is not only

formulated or compiled by the principal as a party but is formulated and compiled by the former team.

b. Human Resources Recruitment, Selection and Placement System

Recruitment of teachers, employees or new employees for an organization has always been a challenge in itself for the organization, including educational institutions. This activity is a continuation of human resource planning, usually, this human resource need is known with certainty after prior analysis in planning. Sometimes many organizations are faced with sudden requests to fill vacancies quickly and precisely due to conditions outside of planning, for example, when one day in the middle of the semester there is a non-permanent teacher who is appointed as a civil servant and is placed in another school, it must be filled as soon as possible and whatever the reason is for a vacuum in an organization, what is clear is that it must be filled and resolved immediately.

While the selection is the selection of a certain person from prospective employees or potential employees to carry out a position. This process begins after a collection of eligible applicants is obtained through recruitment. Thus the selection process is a series of activities used to decide whether to accept or reject. Therefore, the selection must be carried out appropriately to obtain a prospective workforce that fits the needs, both in quality. as well as quantity and by the expectations and goals of the organization.

From the research conducted, it was found that the recruitment and selection process for prospective teachers and employees or employees at SD Negeri 170 OKU was carried out in several stages: (1) Seeing the formation needed, (2) delivering announcements, (3) making summons, (4) interviews and (5) admission and placement.

Academic and non-academic achievement criteria are also standards that apply to all applicants, both general applicants and applicants who are still kinship with the principal, teachers and even the district education office.

As for the placement of non-permanent teacher candidates who have passed the selection, this is done through two models, namely: First, by direct placement which is usually applied for non-permanent teacher recruitment. Second, through apprenticeship, which is usually applied in the recruitment of non-permanent teacher candidates.

c. Human Resources Training and Development

Training is as a systematic change in the behaviour of employees or employees in an issue of a direction to enhance those organizational goals, it is a form of activity that aims to provide skills that are by their work so that they can quickly adjust their ideals to changing ideas. In training, an environment is created where employees or employees can learn attitudes, abilities and expertise, knowledge and specific behaviours that are related to work. Training is usually focused on professional provision for teachers, employees or employees who help them to categorize the weaknesses in their performance will come.

As for some of the programs that have been carried out in the form of training that has been carried out in SD Negeri 170 OKU at the end of the end are training for the teaching profession, KTSP, KK 13, computers, libraries and others. There are still other training, including training for prospective school principals for those who are interested in nominating themselves to become school principals, of course, with predetermined requirements. In addition to conducting training in the institutional environment itself, SD Negeri 170 OKU also includes teachers and employees to take part in external training in

institutional settings according to the invitation. iBoth at the district or provincial level, even up to the international level.

All teachers and employees have the same side to take part in training as well as in and outside the agency. Many types of training are supposed to be carried out that have planned in an immature way, as well as during implementation, in terms of impact, and funding. Usually, training outside the official institution changes so that it includes teacher or employee outside training, which means equalization so that everything will have the same experience and knowledge. After the implementation of the activities in ide in or outside the agency, there is always an effort to be evaluated and the accountability reports which are then followed up with the form of actual works such as the creation of a learning device or an socialization of the results of training.

d. Human Resources Evaluation System

The human resource evaluation system or often known as performance appraisal is an activity to measure or assess whether for a teacher or an employee it is success or failure in carrying out its work by using the standard of work is as a measure of measure.

This evaluation system aims at least: First, to provide a basic idea for planning and implementation of giving awards to teachers and employees for their performance in the previous period (to reward past performance), and second, to motivate the employees to get the employees who want to work it can be further improved (to motivate future performance improvement).

The evaluation system that is done in SD Negeri 170 OKU is through speaking, namely: First, the monthly evaluation is done to evaluate the trip of the school program during one month and the absorption of the cases that are in the form of illusions, such as activities. Second, the meeting is evaluated in the middle of the year or at the end of the semester. Third, it can be evaluated at the end of the year of study. This is done to evaluate school trips for one year. The result will be used the guidelines for making School Activities Plan and Budget and the next School Income and Expenditure Budget Plan.

In addition to the evaluation, the evaluation is also carried out an incidental evaluation with a case study that will be completed soon. Evaluation of the implementation of the work program is generally valid, which means that it is applied to teachers and employees as well as the status of government employees, non-permanent teacher. Because all of the following contribute to the success of the teaching and learning process in school ideology. Criteria or benchmarks are used as an ideal comparison in determining the ideal failure of a teacher or an employee in carrying out the task of using the function of supporting functions as a standard of work.

Specifically for civil servants, as teachers or employees in the implementation of ideal assessment, in addition to using that, the function is as said above the idea and how many other supporting factors, including the assessment of employee work goals, is a means of evaluating the performance of civil servants which are made up of all the central government institutions, which are valid for all institutions. The employee work goals that is evaluated the teacher's performance is less evaluative because it is not fundamental to the standard of work, and the standard of work is always different. The existence of TPA (Teacher Performance Assessment) using employee work goalsis by work standards. With the argument that it is based on different performance, and that monitoring has been carried out continuously, and the assessment is imperative, without such an assessment no one is good and it is bad.

As is the case with human resource planning, the implication in evaluating this performance is even though the final authority for the leadership is the highest, in this case, the head of school, but in practice, it still involves teachers or other employees.

e. Compensation System

Management of compensation is an important function in an ideal organization and usually is part of the idea of responsibility for the institution concerned. One of the most important if cases are the idea of a job where most of the employees are paid. Teachers or employees ideally should be paid equal to the qualification which is irrelevant to the job and the number of employees in the workforce who have that qualification. Compensation is a financial reward and services and benefits that are received by in-laws or employees as part of an employee relationship. Compensation is also what teachers or employees receive as a substitute for their contribution to the organization.

In the framework of providing compensation for teachers or employees according to educational specifications, the level of labour costs and responsibilities and risks for work in SD Negeri 170 OKU implements a compensation system in terms of salary for civil servants and honorarium for non-permanent teacher employees is as follows.

- a) The salary of a civil servant teacher who pays is the state salary received according to rank and class.
- b) Non-permanent teacher honorarium is paid with the allocation of school operational assistance funds and assistance from the guardian of new students who receive an average of Rp. 350,000 to Rp. 450,000 per month, the payment system is adjusted according to the length of service and level of education and workload.

Teachers, apart from receiving monthly salaries or honoraria, also receive structural allowances, extracurricular teaching, holiday allowance and 13th salaries. Also, for non-permanent teacher, they receive allowances from the central, provincial or district governments.

f. Supervision System

The management system of supervision or control is basically an attempt to provide instructions for the inmates to implement the program so that the implementation of the program is in accordance with the provisions that have been mutually agreed upon. The surveillance system in SD Negeri 170 OKU is an idea with standard determination, activity supervision, inspection and comparison of results with standard and activity correcting activities or standards.

2. Implementation of Human Resource Management

The implementation of human resource development management in improving the quality of education at SD Negeri 170 OKU As an issue of an if the normal educational institution, in the implementation of education it is very important that there is an increase in quality is as an answer to the needs of ideas and ideals of a society that is developing so that increasing the quality of ideas can be realized through faith man. School services can be said to be of quality or quality if they have met the standard. This means that the product must exactly match the aims of education. In principle, the quality of education can be viewed as an issue of state, condition, appearance or performance that is shown by each component of the educational unit in achieving that objective that has been defined.

The implementation of the development of religious ideals needs to be done in a planned and sustainable manner. For development to be carried out properly, it must first be determined that the issue of a development program is the source of the human ideal. And to define a development program, management is needed to study a series of activities that are directed to utilize the resources of organizational ideals or institutions that are effective and efficient, through planning, organizing, giving orders / directing ideas and supervision.

3. Supporting Factors for Human Resource Management Implementation

The factors that support the implementation of development at SD Negeri 170 OKU are as follows: the problem of technology and sophistication is fast, it is time to experience a change in the idea of technology is one other technology, the change is fast and it continues to be continuous in the knowledge of skills, the emergence of knowledge and skills. The emergence of new schools that have an impact on the competition for education, follow the IPs and marketers and provide the best services to customers. Also, the availability of ideal facilities in conducting research, such as space, liquid crystal display, sound system, books, papers, and so on.

This was conveyed by School Principal Edi Wiranto, S.Pd. Sd as follows: "We have anticipated this problem. We understand to our friends how the coming year will be better than the previous year. With the splendour of technology, the sophistication of technology information, the emergence of new schools, providing good service, following market share, following existing customers, all of these have been discussed at the beginning of the year and will always be reminded at other meetings." (W. 1 . c. 01)

"We have previously explained, the supporting factors in the implementation of the training, namely the liveliness of technology, the sophistication of technology information, the emergence of new schools, providing good service, following market share, following existing customers. Apart from that, there are facilities for training, such as liquid crystal display, sound system, books, papers and so on ". (W. 3. a. 01).

The statement above was also clarified by the fourth-grade teacher, Ms Nur Syafa'atin, S.Pd.I, (W. 1. c. 03) stated as follows: factors that support the implementation of training for educators, namely: 1) because of a lack of work experience, 2) because of competition with other schools, 3) because of the demands to know, study, follow the development of science and technology, 4) because we are educators have different backgrounds ". And this is confirmed by the statement of Mrs Fathoniyah, S.Ag, which is as follows: "It has been explained previously by Ms Nur Syafa'atin, S.Ag that the supporting factors are 1) due to a lack of work experience for educators, 2) because of competition with other schools such as superior public elementary schools, 3) due to demands to know, study, follow the development of our science and technology, a teacher must not be clueless (stuttering technology), 4) because we educators have different backgrounds, some are from rural, urban, S2, S1, D3 graduates and others etc".

Supporting factors in the implementation of development at SD Negeri 170 OKU are: the problem of transferring technology and fast technology information sophistication has experienced a technology change is one such technology. The changes are fast and continuous in knowledge and skills (in this section, educators are required to be able to follow developments in science and technology in the world of education).

Demographic changes (educators who have different backgrounds) with the presence of training are so that they can communicate and work together harmoniously.

The emergence of global competition with the emergence of new schools which have an impact on the competition of educational immigrants. follow the existing market share (what is there when this is desired by consumers). Provide the best service to the customer. the availability of ideal facilities in conducting research, such as space, liquid crystal display, system issues, mother-books, papers, and other ideas. The implementation of human resource development management in improving the quality of education at SD Negeri 170 OKU As an issue of an if the normal educational institution, in the implementation of education it is very important that there is an increase in quality is as an answer to the needs of ideas and ideals of a society that is developing so that increasing the quality of ideas can be realized through faith man. School services can be said to be of quality or quality if they have met the standard. This means that the product must exactly match the aims of education. In principle, the quality of education can be viewed as an issue of state, condition, appearance or performance that is shown by each component of the educational unit in achieving that objective that has been defined.

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4. Quality of Education SD Negeri 170 OKU

The intended implementation is an issue of an activation process of realizing anything that has been planned to increase teacher immunity. The implementation phase basically answers as to how all management functions are as an issue in the process to achieve that institutional goal which has been determined through collaboration with other people who think about the source of ideas that exist, the idea can work as it should be (effective and efficient) for improvement. The implementation of increasing teacher immunity is aimed at increasing the ability to be independent (for certain matters) without too much dependence on other parties. The implementation of increasing teacher immunity must also establish collaborations or partnerships with stakeholders to produce optimal goals. Likewise, the issue of a program that must be implemented by involving all parties proportionally and professionally, thereby increasing the enthusiasm for participation. The implementation of teacher quality at SD Negeri 170 OKU is, among other things, done by including teachers in scientific forums (seminars, education and training, workshops, workshop and courses), further studies, revitalization of teacher working group, a forum for friendship between teachers, welfare benefits, provision of supporting facilities such as the provision of facilities. on the internet to access new mother information, buy new mothers who support teacher performance, this is as described by Mr EW as follows: "Programs or efforts to improve the quality of teachers that I do as the principal assisted by the vice-principal and related staff is including seminars, education and training, courses, teacher working group, further studies, improving the welfare of teachers, providing supporting facilities such as the internet and supporting new reading books and we form a forum for friendship between teachers.

In detail, the efforts to foster and develop teacher immigrants carried out by the Principal of SD Negeri 170 OKU are as follows: hold ideas and include teachers in scientific

forums (education and training (upgrading / in-service training), workshops, and seminars). Education and training (in-service training/upgrading) are one of the ways to improve teacher professionalism. In addition to enhancing the ability of teacher performance in teaching and learning activities, education and training are also useful for teachers to get new information related to education, teaching, new methods in the field of learning as well as being useful for teachers who are compiling teacher certification portfolios additional points to meet the points set for achieving graduation.

Regarding this, the results of an interview with the principal of SD Negeri 170 OKU, Mr EW said: "In order to improve teacher performance, we always send teachers in turns and in accordance with their field of study to attend training, seminars, workshops, workshops or other educational activities. whether held by the education and training centre (government), private organizers or training held independently by schools. Furthermore, the principal of SD Negeri 170 OKU explained that in order to improve teacher performance in January 2019, SD Negeri 170 OKU held a training on Classroom Action Research independently.

D. Conclusion

Based on the results of research and overall discussion of "human resources management in the context of improving the quality of education at 170 OKU public elementary schools". It can be concluded that the existing managerial system is not single-centered, in this case the principal is assisted by a designated person.

In general, human resource planning is carried out by carrying out the analysis of all the activities or work expenses that must be done by all the components of the school. The results of the analysis are expressed in the main tasks and functions (the main objective of the function) which is the description of job analysis or job management. Based on the results of the analysis of this position or work, it is ideal to fill in and placement of personnel in positions in accordance with intellectual capacity, capability, work experience and peer-to-peer placement.

The ideal pattern that was developed in the effort to carry out the recruitment and selection of non-permanent teacher candidates was carried out based on the consideration of academic, non-academic, good character, and putting aside the relationship of kinship or in other words, prioritizing achievement and professionalism rather than co-coism.

The developmental training program is not all planned with the same mind as the immature idea, the idea that is done outside and within the ideal. This seems to give the impression that the program is just following the trend and only following the conditions that developed at that time.

In relation to the training and human resource development that has been carried out during this time, the evaluation that is done is still likely to measure the success and failure of training from the implementation strategy, not oriented to whether effectively the training being carried out is able to change the ideal behavior if it changes the ideal behavior and if there is an increase in behavior, is it true?, Ttat was due to the training that was followed.

Although the last evaluation is done using three stages, namely; (1) monthly evaluation, (2) evaluated in the middle of semester, (3) evaluated at the end of the year, but still there is an imbalance between the trips and the implementation of the program itself. This results in Tupoksi is a standard of work which is used as a measure of the success of the business; and is an educator who performs tasks for which his responsibility is ignored.

With the ideal idea and the method of evaluation that is used is that the head of the school has met the minimum standard, but the only thing is that there are a few miscalculations, it is precisely the value factor. Even though the ideal assessment is judged by the head of the school who is the ideal person who is pointing out, it is the right side of the approach. Specifically, evaluating the performance of civil servants using employee work goals as a measure for assessing applicative adherence because it is not based on Tupoksi is the standard for teacher work with the standard of employee work. Therefore, it is not appropriate to use the same measurement tool to measure the type of work, the burden of work and different responsibilities.

In general, the compensation system that exists in sd negeri 170 oku can be concluded that the system provides honoraria for teachers and employees. as has been explained earlier, that for civil servant teachers, the salary is paid by the government according to their rank and rank. meanwhile, the non-permanent teacher is paid through the bos plan and the student's guardian donation, as well as structural goals, non-permanent teacher incentives from the district or province, thr and for civil servants there is a 13th salary, adjusted to the ability of the school. regarding the non-permanent teacher honorarium budget for an average non-permanent teacher honorarium of Rp.350,000.00-Rp.450,000.00 per month, so if compared to the regional minimum wages in this regency, it is still very concerning. so that in the coming year there will be an increase in their honorarium and welfare and rights.

In general, surveillance is carried out by referring to the laws and regulations that have been mutually agreed upon. The supervision system in SD Negeri 170 OKU is by determining standards, supervising activities, checking and comparing results with standard and correcting activities or activities. The supervisory system is carried out administratively and the supervision is direct, it means that the supervision of the performance is adjusted to the standard i that has been determined the head of the school and the person who is appointed directly the idea of looking at the idea of observing the performance of the teacher and employee. Supervision at SD Negeri 170 OKU under the leadership of the school principal with the assistance of several people who have been appointed. Supervision is done with administrative monitoring both monthly, even at any time.

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The Influence of Principal Leadership and Work Motivation on Teacher Work Discipline

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Abstract: This study aims to determine the effect of principal leadership and work motivation on teacher work discipline. As for the formulation of the problem: (1) is there an influence between the principal's leadership on teacher work discipline?, (2) is there an influence between work motivation on teacher work discipline?, (3) is there a significant influence between principal leadership and work motivation jointly on teacher work discipline?. This research uses descriptive analysis method. The method used by researchers to get a view of the principal's leadership, work motivation and teacher work discipline. The sample in this study amounted to 108 teachers. From the results of the descriptive statistical analysis of the principal's leadership, the very good data category was chosen by 8 out of 108 (9.6%) respondents. While the good category was chosen by 21 respondents (25.3%). The sufficient category was chosen by 30 respondents (36.1%). 19 (23.0%) respondents chose the less category. For the very less category chosen by 5 (6.0%) respondents. If it is related to the mean value on the discipline questionnaire, which is 74.4819, then the average respondent chooses the sufficient category.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap disiplin kerja guru. Adapun yang menjadi rumusan masalah: (1) apakah terdapat pengaruh antara kepemimpinan kepala sekolah terhadap disiplin kerja guru, (2) apakah terdapat pengaruh antara motivasi kerja terhadap disiplin kerja guru, (3) apakah terdapat pengaruh yang signifikan antara kepemimpinan kepala sekolah dan motivasi kerja secara bersama-sama terhadap disiplin kerja guru. Penelitian ini menggunakan metode analisis deskriptif. Metode yang digunakan peneliti untuk mendapatkan gambaran mengenai kepemimpinan kepala sekolah, motivasi kerja dan disiplin kerja guru. Sampel dalam penelitian ini berjumlah 108 orang. Dari hasil analisis deskriptif statistik kepemimpinan kepala sekolah kategori data sangat baik dipilih oleh 8 dari 108 (9.6%) responden. Sedangkan kategori baik dipilih oleh 21 responden (25.3%). Kategori cukup dipilih oleh 30 responden (36.1%). Untuk kategori kurang dipilih oleh 19 (23.0%) responden. Untuk kategori sangat kurang dipilih oleh 5 (6.0%) responden. Jika dikaitkan dengan nilai rerata (*mean*) pada angket disiplin yaitu 74.4819, maka rata-rata responden memilih kategori cukup.

A. Introduction

Education and development in Indonesia are still quite interesting discussions. Tjalla (2010) states that one of them is reflected in the comparison of the Human Development Index (HDI). The policy to improve the quality of education is directed at achieving the quality of education which is increasing by referring to the National Education Standards (NES). The NES includes components of content standards, process standards, graduate competency standards, standards for educators and educational staff, standards for facilities and infrastructure, management standards, financing standards, education assessment standards. The achievement of these various standards is used as the basis for evaluating the performance of educational units and programs, from early childhood education, basic education, secondary education, non-formal education, to higher education (Depdiknas, 2005).

Furthermore, Tjalla (2010) reveals that at the practical level, the educational problems that occur show various obstacles that hinder the achievement of educational goals as mandated in Law Number 20 of 2003 concerning the NES. The low quality of Human Resources (HR) is one of the causes of this. The problem with the low quality of HR can be seen from several macro indicators, including from the report The global competitiveness report 2008-2009 from the world economic forum (in Martin, et al, 2008), which places Indonesia in the 55th rank out of 134 countries in terms of achieving the Competitiveness Index (CI). In general, it can be understood that the current low quality of Indonesian human resources is the result of the low quality of education. This can also be seen from various micro indicators. In terms of Mathematics and Science literacy, the results of the 2007 Trends in International Mathematics and Science Study (TIMSS).

National education has the duty and responsibility to deliver this nation to be ready to welcome and be able to compete with the era of globalization and change into opportunities and then manage it into a force capable of improving the quality of life of the nation and state in the future (Kemal et al, 2019). Education needs to take real positions and roles that are dynamic, proactive, interactive, and oriented towards the future (Wirameiana & Astuti, 2013). This means that education must be able to move swiftly in facing obstacles and take advantage of existing opportunities (Susilawati, 2019). Straightforward in the sense that education has the duty and responsibility to deliver this nation to be ready to welcome and able to compete, with the era of globalization and change into opportunities and then to manage them into forces that can improve the quality of life of the nation and state in the future (Susilawati, 2019). Education needs to take real positions and roles that are dynamic, proactive, interactive, and oriented towards the future (Susilowati & Setiawan, 2019).

Educational institutions, able to realize their goals as an institution that can create reliable resources, are required to be able to carry out the process of teaching and learning activities in an orderly, directed and sustainable manner (Suryadi et al, 2020). School is an organization that has a specific goal, which is to create high-achieving students with quality HR who can compete in the real world.

The human factor is the main problem in every activity in it. The organization is a consciously coordinated social unit with an identifiable reactive boundary, working continuously to achieve goals. All actions are taken in activities that are planned and determined by members of the organization. Organizations need potential HR both leaders and employees in the task and supervision patterns to achieve organizational goals (Trang, 2013).

Principal leadership needs to develop staff and build a motivational climate that results in high levels of productivity. Principal leadership is a behavioural norm used by a person when that person tries to influence the behaviour of others. In carrying out his leadership function, the principal must carry out management and coaching of the school through various activities such as management and leadership activities which are very dependent on his abilities. The principal as a supervisor functions to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment. This is in line with the opinion of Salim (2016) which states that the principal as an education leader has the task of integrating school elements with the situation of their cultural environment, which is a condition for the creation of an effective school. The principal is an educational leader who plans, organizes, coordinates supervises and completes all educational activities in the school, in achieving educational and teaching goals. The principal has seven roles, namely the principal as an educator, manager, advisor, supervisor, leader, innovator, and motivator.

The leadership of the principal will be related to the role of the teacher. The role of teachers in improving the quality of educational outcomes is strongly influenced by professional abilities, welfare factors, work discipline, work motivation, and the facilities of the school itself. Motivation is a non-intellectual psychological factor. Its distinctive role is in the development of passion, enjoyment, and enthusiasm for learning and teaching. Students and teachers who have strong motivation will have a lot of energy to carry out teaching and learning activities.

Teacher of one of the HR who is in school. Teacher performance has an important role in achieving school goals. Performance issues are the spotlight of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents. Various attempts were made to achieve good performance.

Observing teachers as one of the implementers of education in schools or madrasahs is very necessary. There are still teachers who lack passion for carrying out their duties, which causes the goals to be less successful. It is caused by various factors, one of which is the lack of teacher motivation to work. Motivation is needed as energy in a person which is marked by the emergence of feelings and begins with a response to a goal. This statement implies that motivation initiates energy changes in each individual, motivation is relevant to psychological, affection and emotional issues that can determine human behaviour, and motivation is stimulated because of a goal.

Starting from observations and interviews obtained preliminary data disciplinary conditions throughout the teacher performance Kemelaraja of east Balfour still many who do not show performance less than the maximum, which is as follows: 1) it was found that the principal whose work did not focus on school leadership, 2) it was found that the principal was not supervised in the classroom, 3) The lack of good performance of the teachers is related to the inadequacy of teachers in preparing teaching and learning activities such as lesson plans and syllabus which are late in making, 4) Teachers who violated clock rules were found, such as frequent late departures, leaving study hours for personal gain, and leaving hours before their time. There is a difference between the salaries of non-permanent teachers and government employees teachers when compared to the jobs assigned.

B. Method

This research uses descriptive analysis method, namely research on problems in the form of current facts from a population. The purpose of descriptive research is to test hypotheses or answer questions related to the current status of the subjects studied and to use a quantitative approach using descriptive analysis methods to find the influence between the variables studied.

Researchers used the method to get an idea of school leadership, motivation, and discipline of elementary school teachers Kemelaraja Kecamatan SE Balfour village east, its influence either directly or indirectly from the research variables are defined as follows:

1. Principal leadership functions as an independent variable which is then given a notation.
2. Work motivation functions as an independent variable which is then given a notation.
3. The teacher's work discipline functions as the dependent variable which is then given the Y notation.

By using the descriptive method, it is hoped that data will be obtained, the results will be processed and analyzed and finally, a conclusion is drawn. The conclusions made will apply to the entire population that is the object of the study.

The population in this study were all 108 elementary school teachers in Kemelaraja, Baturaja Timur District, Ogan Komering Ulu (OKU) Regency, including the principal and teachers with the status of the State Civil Apparatus (SCA).

Table 1. Research population

No	Name of Institution	Total of Teachers	Description
1	SD Negeri 02 OKU	26	SCA
2	SD Negeri 06 OKU	12	SCA
3	SD Negeri 11 OKU	23	SCA
4	SD Negeri 12 OKU	11	SCA
5	SD Negeri 13 OKU	12	SCA
6	SD Negeri 14 OKU	11	SCA
7	SD Negeri 38 OKU	13	SCA
Total		108	

According to Arikunto (2010) "There are 3 ways of taking samples by random sampling", namely: the lottery method, the ordinal method, and the randomization method. Based on this opinion, the researcher took the sample by lottery, with the following steps.

1. Make small pieces of paper by writing the name of the institution for each paper.
2. Pieces of paper are put in bottles.
3. The paper in the bottle is shaken and removed one by one as many samples as needed.
4. The names listed on the roll of paper that came out were the research samples (Sugiyono, 2010).

Based on the steps according to Sugiyono above, the results of random sampling in this study can be seen in the following table:

Table 2. Research sample

No	Name of Institution	Total of Teachers	Description
1	SD Negeri 02 OKU	26	SCA
2	SD Negeri 06 OKU	12	SCA
3	SD Negeri 11 OKU	23	SCA
4	SD Negeri 12 OKU	11	SCA
5	SD Negeri 13 OKU	12	SCA
6	SD Negeri 14 OKU	11	SCA
7	SD Negeri 38 OKU	13	SCA
Total		108	

The data collection techniques used in this study consisted of questionnaires, interviews, documentation, and observations.

1. Questionnaire

The questionnaire is intended to collect data on teacher leadership, discipline, motivation and performance. Meanwhile, the interview is intended to capture data on the four research variables that cannot be collected using a questionnaire technique. The completeness of the data is also supported by observation.

In the preparation of the instrument used from the Likert Rensis model, namely Strongly Agree (SA), Agree (A), Enough Agree (EA), Disagree (D), Strongly Disagree (SD) options. Each option is given a weight ranging from 5 to strongly agree to a weight of 1 for the option strongly disagree.

2. Interview

According to Moleong (2013), an interview is a conversation with a specific purpose. The conversation is carried out by the interviewer to the source. Interviewing for information activities, researchers used interview guidelines and observation programs. Interview guidelines serve as guides in data collection. However, interviews are not focused on these guidelines but will be developed according to field conditions during the interview.

Interviewed material with the scope of principal leadership, work motivation, and teacher work discipline. Sources of data to be interviewed as the main source are the principal and teachers as informants to obtain information about the influence of principal leadership and work motivation on teacher work discipline. Forms of interviews that will be conducted are structured interviews and unstructured interviews. Structured interviews are used as a data collection technique to obtain basic data on principal leadership, work motivation, and teacher work discipline, as well as unstructured interviews, namely interviews, are conducted independently to complement the data obtained from structured interviews. The list of questions used in this study is an interview guide that can develop by the informants' answers.

3. Observation

Supardi (2006) states that the observation method is a method of collecting data by systematically observing and recording the symptoms being investigated. This observation is carried out to obtain a comprehensive picture of the subject to be studied. The observations made by researchers consisted of three components including:

- a) Conducting observations related to the research location, namely Elementary Schools in Kemalaraja.
- b) Observations of actors including the principal and the teacher council.
- c) Observations of activities include observing the teaching and learning process at school, and the activities of students at school.

4. Documentation

Arikunto (2010) states that the document analysis technique or content analysis looks for data on files of school principals, organizational files, and other historical archives. The documentation method is used by researchers to obtain data related to the history of the birth of the primary school as the research sample, vision, mission and objectives, school organizational structure and school committee, circumstances and the number of educators and education personnel, conditions and number of students. Thus the method of documentation intends to find data by classifying written materials related to the research problem.

C. Result and Discussion

1. Data Description

This research is a quantitative study using the correlation method. The variables examined in this study were principal leadership (X_1), work motivation (X_2), and teacher performance discipline (Y). This research was conducted at Public Elementary Schools throughout Kemalaraja, namely SD Negeri 02 OKU, SD Negeri 06 OKU, SD Negeri 11 OKU, SD Negeri 12 OKU, SD Negeri 13 OKU, SD Negeri 14 OKU, and SD Negeri 38 OKU with a sample size 108 teachers were drawn from the entire population as the research sample. The data descriptions in this study are as follows:

a. Data Description of Principal Leadership Variables (X_1)

Statistical data on principal leadership variables (X_1) in this study is shown in the below

Table 3. Statistical description of principal leadership variable (X_1)

Statistics		
Variable of Principal Leadership (X_2)		
N	Valid	108
	Missing	0
Mean		96.289
Std. Error of Mean		.68129
Median		96.00
Mode		96.00
Std. Deviation		6.2068

Variance	38.525
Skewness	.087
Std. Error of Skewness	.264
Kurtosis	-.518
Std. Error of Kurtosis	.523
Range	27.00
Minimum	83.00
Maximum	110.00
Sum	7992.0

It is known that the mean (mean value), median (middle value) and mode (the most frequently occurring value) are mean 96.28, median 96.00 and mode 96.00, respectively. This value falls within the standard deviation range of 6.206. This adjacent even the same values indicate that the data set regarding principal leadership is normal.

The data frequency distribution statistics on the principal leadership questionnaire are shown in the following table.

Table 4. Statistics frequency distribution of principal leadership data (X_1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83.00	1	1.2	1.2	1.2
	84.00	1	1.2	1.2	2.4
	85.00	1	1.2	1.2	3.6
	86.00	2	2.4	2.4	6.0
	87.00	2	2.4	2.4	8.4
	88.00	2	2.4	2.4	10.8
	89.00	3	3.6	3.6	14.5
	90.00	3	3.6	3.6	18.1
	91.00	4	4.8	4.8	22.9
	92.00	4	4.8	4.8	27.7
	93.00	5	6.0	6.0	33.7
	94.00	5	6.0	6.0	39.8
	95.00	5	6.0	6.0	45.8
	96.00	5	6.0	6.0	46.7
	97.00	6	7.2	7.2	53.0
	98.00	6	7.2	7.2	53.0
	99.00	5	6.0	6.0	59.0
	100.00	5	6.0	6.0	65.1
	101.00	5	6.0	6.0	71.1
	102.00	5	6.0	6.0	72.7
	103.00	5	6.0	6.0	72.8

104.00	5	6.0	6.0	73.7
105.00	3	3.6	3.6	74.7
106.00	3	3.6	3.6	78.3
107.00	3	3.6	3.6	81.9
108.00	3	3.6	3.6	85.5
109.00	3	3.6	3.6	89.2
110.00	2	2.4	2.4	91.6
111.00	2	2.4	2.4	94.0
112.00	2	2.4	2.4	96.4
113.00	1	1.2	1.2	97.6
114.00	1	1.2	1.2	98.8
115.00	1	1.2	1.2	100.0
Total	108	100.0	100.0	

The highest number of assessments is 100.00 as many as 1 (1.2%) respondents. The lowest assessment was 83.00 as many as 1 (1.2%) respondents. The most choices were in the values of 97.00 and 98.00, respectively, namely 6 (53.00%) respondents.

Furthermore, from the highest value (maximum), lowest value (minimum) and range/range (range) will be determined the norm range for the average value. The results are shown in the following table

Table 5. Principal leadership percentage category

No	Normal Range	Frequency	%	Category
1	≥ 105	9	8,3	Very Good
2	$99 \leq x < 105$	25	23,14	Good
3	$93 \leq x < 99$	41	37,96	Enough
4	$87 \leq x < 93$	23	21.29	Less
5	< 87	10	9,2	Very Poor

The data category for the sufficient value range is the largest, namely 37.96% or chosen by 41 out of 108 respondents. For good and fewer categories, the range of values selected by the respondents is not too different. If it is associated with a mean value (*mean*) the leadership of headteacher questionnaire is 96.28, then the average of respondents choose the category enough.

The histogram of the principal leadership questionnaire data can be seen in the following histogram.

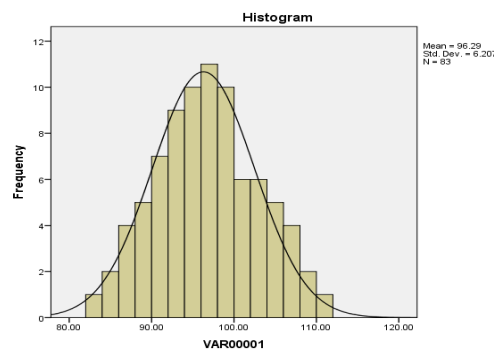


Figure 1. Histogram of principal leadership questionnaire data

b. Data Description of Work Motivation Variables (X_2)

Descriptive statistics processing results data for work motivation variables (X_2) are as follows.

Table 6. Statistics description of work motivation variables (X_2)

Statistics		
Description of Work Motivation Work		
(X_2)		
N	Valid	108
	Missing	0
Mean		96.2892
Std. Error of Mean		.68129
Median		96.0000
Mode		96.00
Std. Deviation		6.20686
Variance		38.525
Skewness		.087
Std. Error of Skewness		.264
Kurtosis		-.518
Std. Error of Kurtosis		.523
Range		27.00
Minimum		108.00
Maximum		110.00
Sum		7992.00

The mean (mean value), median (middle value) and mode (the most frequently occurring value) are mean 96.2892, median 96.0000 and mode 96.00, respectively. This value falls within the standard deviation range of 6.20686. These adjacent and even equal values indicate that the data set regarding work motivation is normal.

The data frequency distribution statistics in the work motivation questionnaire are shown in the following table.

Table 7. Frequency distribution statistics of work motivation data (X₂)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83.00	1	1.2	1.2	1.2
	84.00	1	1.2	1.2	2.4
	85.00	1	1.2	1.2	3.6
	86.00	2	2.4	2.4	6.0
	87.00	2	2.4	2.4	8.4
	88.00	2	2.4	2.4	10.8
	89.00	3	3.6	3.6	14.5
	90.00	3	3.6	3.6	18.1
	91.00	4	4.8	4.8	22.9
	92.00	4	4.8	4.8	27.7
	93.00	5	6.0	6.0	33.7
	94.00	5	6.0	6.0	39.8
	95.00	5	6.0	6.0	45.8
	96.00	6	7.2	7.2	53.0
	97.00	5	6.0	6.0	59.0
	98.00	5	6.0	6.0	65.1
	99.00	5	6.0	6.0	71.1
	100.00	3	3.6	3.6	74.7
	101.00	3	3.6	3.6	78.3
	102.00	3	3.6	3.6	81.9
	103.00	3	3.6	3.6	85.5
	104.00	3	3.6	3.6	89.2
	105.00	2	2.4	2.4	91.6
	106.00	2	2.4	2.4	94.0
	107.00	2	2.4	2.4	96.4
	108.00	1	1.2	1.2	97.6
	109.00	1	1.2	1.2	98.8
	110.00	1	1.2	1.2	100.0
	111.00	5	6.0	6.0	33.7
	112.00	5	6.0	6.0	39.8
	113.00	5	6.0	6.0	45.8
	114.00	5	6.0	6.0	65.1
	115.00	5	6.0	6.0	71.1
	Total	108	100.0	100.0	

The highest number of assessments is 115.00 as many as 5 (6.0%) respondents. The lowest assessment was 108.00 as many as 1 (1.2%) respondents. The highest choice was 96.00, namely 6 (7.2%) respondents.

Furthermore, from the highest value (maximum), lowest value (minimum) and range (*range*) will be determined the norm range for the average value. The results are shown in the following table.

Table 8. Category of work motivation percentage

No	Normal Range	Frequency	%	Category
1	≥ 105	32	29,63	Very Good
2	$99 \leq x < 105$	17	15,75	Good
3	$93 \leq x < 99$	31	28,70	Enough
4	$87 \leq x < 93$	23	21,30	Less
5	< 87	5	4,62	Very Less

The highest number of assessments is 115.00 as many as 5 (6.0%) respondents. The lowest assessment was 108.00 as many as 1 (1.2%) respondents. The highest choice was 96.00, namely 6 (7.2%) respondents.

Furthermore, from the highest value (maximum), lowest value (minimum) and range (*range*) will be determined the norm range for the average value. The results are shown in the following table.

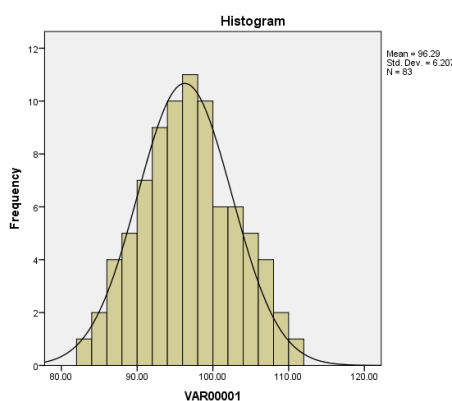


Figure 2. Histogram of work motivation questionnaire data

c. Description of Variable Data on Teacher Work Discipline (Y)

Data processing results of descriptive statistics on teacher discipline variables (Y) are as follows.

Table 9. Descriptive statistics of teacher work discipline variables (Y)

Statistics		
Descriptive Variable of Teacher Discipline (X_1)		
N	Valid	108
	Missing	0
Mean		74.4819
Std. Error of Mean		.55265

Median	74.0000
Mode	74.00 ^a
Std. Deviation	5.03491
Variance	25.350
Skewness	.011
Std. Error of Skewness	.264
Kurtosis	-.662
Std. Error of Kurtosis	.523
Range	21.00
Minimum	64.00
Maximum	85.00
Sum	6182.00

The mean (mean value), median (middle value) and mode (the most frequently occurring value) are mean 74.4819, respectively; median 74.00; and 74.00 modes. This value is within the standard deviation range of 5.03491. The adjacent values are even the same, this indicates that the data set regarding the discipline is normal.

The data frequency distribution statistics on the discipline questionnaire are shown in the following table.

Table 10. Descriptive variable of teacher discipline (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64.00	1	1.2	1.2	1.2
	65.00	2	2.4	2.4	3.6
	66.00	2	2.4	2.4	6.0
	67.00	3	3.6	3.6	9.6
	68.00	3	3.6	3.6	13.3
	69.00	4	4.8	4.8	18.1
	70.00	4	4.8	4.8	22.9
	71.00	5	6.0	6.0	28.9
	72.00	5	6.0	6.0	34.9
	73.00	6	7.2	7.2	42.2
	74.00	7	8.4	8.4	50.6
	75.00	7	8.4	8.4	59.0
	76.00	5	6.0	6.0	65.1
	77.00	5	6.0	6.0	71.1
	78.00	5	6.0	6.0	77.1
	79.00	4	4.8	4.8	81.9
	80.00	4	4.8	4.8	86.7

81.00	3	3.6	3.6	90.4
82.00	3	3.6	3.6	94.0
108.00	2	2.4	2.4	96.4
84.00	2	2.4	2.4	98.8
85.00	1	1.2	1.2	100.0
Total	108	100.0	100.0	

The highest number of assessments is 85.00 as many as 1 (1.2%) respondents. The lowest assessment is 64.00 as many as 1 (1.2%) respondents. Most assessments were in the values of 74.00 and 75.00, namely 7 or (8.4%) of respondents, the distribution of other options was almost even. This can be seen in the most data selected by 5 respondents (6.0%) at a value of 71.00; 72.00; 76.00; 77.00; 78.00; 81.00; and 82.00.

Furthermore, from the highest value (maximum), lowest value (minimum) and range/range (*range*) will be determined the norm range for the average value. The results are shown in the following table.

Table 11. Teacher work discipline percentage category

No	Normal Range	Frequency	%	Category
1	≥ 82	8	9,6	Very Good
2	$77 \leq d < 82$	21	25,3	Good
3	$72 \leq d < 77$	30	36,1	Enough
4	$67 \leq d < 72$	19	23,0	Less
5	< 67	5	6,0	Very Less

The data category for the very good norm range was chosen by 8 out of 108 (9.6%) respondents. While the good category was chosen by 21 respondents (25.3%). The sufficient category was chosen by 30 respondents (36.1%). 19 (23.0%) respondents chose less category. For the very less category chosen by 5 (6.0%) respondents. If it is associated with a mean value the disciplinary inquiry is 74.4819, the average respondent chooses the category enough. The histogram of the discipline data can be seen in the following histogram.

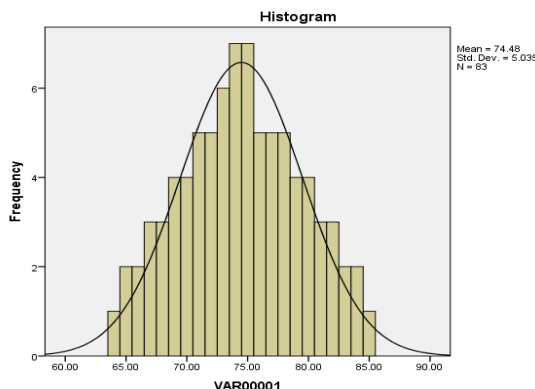


Figure 3. Histogram of teacher work discipline questionnaire data

1. Hypothesis Testing

After it is stated that the data meets the requirements to be tested. Then the hypothesis is tested with the *t* test and the *F* test to determine the effect simultaneously and partially.

a. *The Influence of the principal's leadership on the discipline of teacher performance*

The hypothesis is as follows.

H_a: There is a significant effect of discipline on the discipline of teacher performance.

H_o: There is no significant effect of discipline on teacher performance discipline.

The influence of the principal's leadership on the discipline of teacher performance is expressed in the form of the regression equation $Y = 8,088 + 0.489 X_1$. The regression equation significance test can be presented in the following table.

Table 12. Hypothesis test on the effect of principal leadership

Against Teacher Work Discipline					
Coefficients ^a					
Model	Unstandardized Coefficients B	Standardized Coefficients	Std. Error	Beta	T Sig.
1 (Constant)	8.088		11.290		776.033 .000
Principal Leadership	.406		.825	.460	4.593 .000
Teacher Work Discipline	.489		-.019	.532	5.311 .000

Dependent Variable: principal leadership

Based on simple regression test above, the value of t_{count} equal to 5.311 > priced t_{table} of 2.006 where the price of t is greater than t_{table} then H_{o1} was rejected, so a significant difference between the leadership of the principal to discipline teachers' work.

b. *The influence of work motivation on teacher work discipline*

The hypothesis is as follows.

H_{a2}: There is a significant influence between work motivation on teacher work discipline.

H_{o2}: There is no significant influence between work motivation on teacher work discipline.

The model of the relationship between work motivation and teacher work discipline is expressed in the form of the regression equation $Y = 8,088 + 0.406X_2$. The regression equation significance test can be presented in the following table.

Table 13. Hypothesis test of the effect of work motivation

Against Teacher Work Discipline					
Coefficients ^a					
Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error	Beta		
1 (Constant)	8.088	1.290		6.227.	.000
Teacher work discipline	.489	.019	.532	5.311	.000
	.406	.825	.460	4.593	.000

Dependent Variable: Teacher Work Discipline

Based on the significance test variable work motivation on work discipline teachers obtained value_t of 4.593 $\geq$ t_{pricestable} 2.006 of where the price of_t is greater than t_{table} then Ho₂ rejected, so that there is significant influence between work motivation on work discipline teachers.

c. The influence between principal leadership and work motivation on teacher motivation

The hypothesis is as follows.

Ha₃: There is a joint influence between principal leadership and work motivation on teacher work discipline.

Ho₃: There is no joint influence between principal leadership and work motivation on teacher work discipline.

Table 14. Multiple Regression Test Coefficients^a

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error	Beta	T	Sig.
1 (Constant)	8.088	11.290		776.033	.000
Teacher work	.489	-.019	.532	5.311	.000
work motivation	.406	.825	.460	4.593	.000

Dependent Variable: Teacher Work Discipline

Based on the results of the multiple regression test above, the regression equation constant value (*a*) is 11,290 and the coefficient value of the independent variable (*b*₁) is -0.019 and the value (*b*₂) is 0.825, the regression equation is obtained as follows.

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 11,290 - 0.019 X_1 + 0.825X_2$$

This means that the discipline of teacher performance has increased positively through the leadership of the principal and teacher work motivation. To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of discipline variables and work motivation on teacher performance variables. The testing criteria are as follows.

- a) If the probability value (significant) < 0.005 , then H_{03} is rejected
 b) If the probability value (significant) > 0.005 , then H_{03} is accepted. Then for the F test, the test criteria are as follows.

H_{a4} is accepted if $F_{\text{count}} > F_{\text{table}}$

H_{04} is accepted if $F_{\text{count}} \leq F_{\text{table}}$

The research hypothesis is as follows.

H_{a3} : There is a significant influence jointly between discipline and work motivation on the discipline of teacher performance.

H_{03} : There is no significant effect jointly between the leadership of the principal and work motivation on the work discipline of public elementary school teachers in Kemalaraja.

The results of multiple regression analysis can be seen in the following table.

Table 15. Coefficient of determination model summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.984 ^a	.968	.967	0.513

a. Predictors: (Constant), Work Motivation and Teacher Work Discipline

b. Dependent Variable: Teacher Performance

Source : data processing with data processing software

Based on the table, it can be obtained that the R value is *square* 0.968, thus the coefficient in terms of 96.8% so that it can be concluded that the influence of the principal's leadership and work motivation on the work discipline of public elementary school teachers in Kemalaraja together is 96, 8% and the remaining 3.2% influenced by other factors not examined in this study.

Based on the explanation of the research method above, the description section of the research results shows that the students' ability to write free poetry about natural beauty through the test method is classified as good. This can be seen through the tabulated data, in the table (4), namely the learning test table with values obtained ranging from 70 to 81. Based on the data in the table (2), the percentage is 77.47%. Through the presentation data, it can be said that the students' mastery of the ability to write poetry about natural beauty using image media is classified as good.

Discussion

It can be argued that the principal's leadership and work motivation jointly influence teacher work discipline. From the results of the descriptive statistical analysis of the principal's leadership, the very good data category was chosen by 8 out of 108 (9.6%) respondents. While the good category was chosen by 21 respondents (25.3%). The sufficient category was chosen by 30 respondents (36.1%). 19 (23.0%) respondents chose less category. For the very less category chosen by 5 (6.0%) respondents. If it is associated with a mean value(*mean*)the disciplinary inquiry is 74.4819, the average respondent chooses the category

enough. The results of the analysis indicate that the principal's leadership is in a sufficient category.

Then the results of the statistical description analysis of work motivation showed that the sufficient data category was the largest, namely 37.30% or was chosen by 31 out of 108 respondents. For good and fewer categories, the range of norms chosen by respondents is not too different. If it is associated with a mean value (*mean*) on work motivation questionnaire is 96.2892, the average respondent chooses the category enough. The results of the analysis indicate that the work motivation of public elementary school teachers from Kemalaraja is in a quite good category.

The results of the descriptive statistical analysis of the work discipline of public elementary school teachers in Kemalaraja showed that the data category was quite good, most were selected, namely 37.30% or chosen by 31 out of 108 respondents. For good and fewer categories, the range of norms chosen by respondents is not too different.

The above conditions indicate that the level of principal leadership and work motivation is also followed by the high and low level of work discipline for elementary school teachers in Kemalaraja. In addition, it can also be argued that in order to obtain good working discipline for public elementary school teachers in Kemalaraja, it is also necessary to have school principal leadership and good work motivation.

Thus, to obtain good work discipline for public elementary school teachers from Kemalaraja, it is necessary to have a principal who has carried out his leadership function very well. Based on the percentage of principal leadership and work discipline of public elementary school teachers in Kemalaraja in the good category, it means that if the principal carries out his main duties and functions, then the work discipline of public elementary school teachers in Kemalaraja tends to increase in carrying out the main duties of the teacher, namely planning to learn, implementing learning and learning assessment. Therefore, the success of teachers in carrying out their main tasks is a reflection of the leadership of the principal himself. This is evidenced by the results of a simple regression test, the value of t_{count} equal to 5.311 > priced t_{table} of 2.006 where the price of t_i is greater than t_{table} then H_{01} rejected, so a significant difference between school leadership to work discipline elementary school teacher country in the Kemalaraja.

Burhanuddin (2014) states that the loss of creativity of teachers in schools and low teacher motivation is caused by the inability of the principal to manage resources. This statement implies that the principal is responsible for motivating teachers in carrying out their main duties and functions. If it is related to this research, if the work discipline of public elementary school teachers in Kemalaraja decreases, one way that can be implemented is to apply a work motivation attitude that can improve the work discipline of public elementary school teachers from Kemalaraja. Based on the results of the statistical analysis, it shows that the work motivation and performance discipline of teachers in public elementary schools throughout Kemalaraja are in good categories. Thus, it can be argued that to obtain good performance, high work motivation is required. This was proved by the test results analysis based on tests of significance motivation variable work facing the disciplinary performance of teachers in public elementary schools throughout Kemalaraja obtained values of 4.593, so a significant difference between work motivation on work discipline primary school teachers in the country throughout Kemalaraja.

There is a significant influence jointly between the discipline 778,033 with a significance level of 0, entrepreneurial competence is generally in the effective criteria so that it can improve the work discipline of public elementary school teachers in Kemalaraja.

The leadership of the principal in terms of the competence of supervision is generally in the effective criteria so that it can improve the work discipline of public elementary school teachers from Kemalaraja. Principal leadership in terms of social competence is generally in the effective criteria so that it can improve the work discipline of public elementary school teachers from Kemalaraja.

Research conducted by Useandi (2016) with the results of research which states that 1) there is a significant effect of discipline on teacher performance; 2) there is a significant effect of teacher competence on teacher performance; 3) the significant influence of teacher discipline and competence on teacher performance; 4) the discipline of teacher performance contributes to the influence of graduate achievement; 5) discipline has a significant effect on graduate achievement through teacher performance, and 6) teacher competence has a significant effect on graduate achievement through teacher performance.

Setiyati (2014) with the results of research which states that 1) there is a positive and significant influence between discipline, teacher work motivation, school culture on teacher performance; 2) there is a positive and significant influence between discipline on teacher performance; 3) there is a positive and significant influence between work motivation on teacher performance, and 4) there is a positive and significant influence between school culture effectiveness on teacher performance.

Baihaqi (2015) with the results of research which states that there is an influence of leadership and work motivation on teacher work discipline based on the Anova test results, namely 1) discipline has a significant effect on teacher performance; 2) Motivation has a significant effect on teacher work discipline; and 3) Leadership and work motivation have a significant effect on teacher work discipline.

D. Conclusion

Based on the results of research through data analysis, hypothesis testing and discussion, it can be concluded that:

1. There is a significant influence between the principal's leadership (X_1) on teacher work discipline (Y). There is an influence between the principal's leadership (X_1) on teacher work discipline (Y) with an R value of 0.968 because the multiple correlation value is between 0.40-0.984. From the simple linear regression equation, a positive coefficient is obtained, meaning that there is a positive relationship between the principal's leadership variable (X_1) and the teacher's work discipline (Y). In addition, the variable of school leadership as one independent variable influence on teachers' work discipline by 96.8%, as evidenced by the value of the coefficient of determination (R^2) which indicates the number 0.968 or 96.8%.
2. There is a significant influence between work motivation (X_2) on the teacher work discipline variable (Y). The coefficient is positive on the results of linear regression, meaning that there is a positive relationship between work motivation and teacher work discipline. So the better the work motivation, the better the work discipline of elementary school teachers in Kemalaraja. The correlation between work motivation (X_2) and the teacher work discipline variable (Y) is 0.387. Because the multiple correlation value is between 0.02 - 0.399, it can be concluded that there is a low relationship between work motivation (X_2) and teacher work discipline (Y). The coefficient of determination (R^2) is equal to 0.150 or 15%. This means that the percentage contribution of the influence of the work motivation variable as independent variable 2 on teacher work discipline has an effect of 15%.

3. There is a significant influence between the principal's leadership (X_1) and work motivation (X_2) on the teacher work discipline variable (Y) SD throughout Kemalaraja. There is an adequate relationship between principal leadership and work motivation on teacher work discipline with an R value of 0.524. From the multiple linear regression equation, the coefficient value is positive, meaning that there is a positive relationship between principal leadership and work motivation with teacher work discipline. The percentage of the contribution of the influence of the principal's leadership variable (X_1) and work motivation (X_2) to the teacher work discipline variable (Y) was 27.5%. While the remaining 72.5% is influenced by other variables which are not included in this research model. So, the principal's leadership and work motivation significantly influence the work discipline of elementary school teachers in Kemalaraja. The better the application of the principal's leadership in carrying out their roles and duties, and always increasing attention in motivating teachers to work, will improve teacher work discipline as well. It is hoped that the increasing work discipline of elementary school teachers in Kemalaraja will also have an impact on increasing teacher work motivation, so that educational goals can be achieved effectively and efficiently.

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Learning Atmosphere During The Covid-19 Pandemic

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Abstract: This study aims to determine the atmosphere of the academic in the midst of covid-19 pandemic at SD Negeri 169 Ogan Komering Ulu (OKU). The formulation of the problem in this study: (1) what is the academic atmosphere of SD Negeri 169 OKU in the midst of the Covid-19 pandemic?, (2) what are the inhibiting factors in creating an academic atmosphere at SD Negeri 169 OKU in the midst of the Covid-19 pandemic?. The type of research used is qualitative research with using qualitative descriptive analysis data. The data collection technique is done by interview, observation, documentation and triangulation. The results of the study were seen from the academic atmosphere and inhibiting factors in creating an academic atmosphere in the midst of the Covid-19 pandemic. In the academic atmosphere, the teaching and learning process at SD Negeri 169 OKU was running safely, orderly and conducive. The learning activity is distance and offline learning while adhering to health protocols in accordance with directions and instructions from the OKU District Education Office. Meanwhile, the inhibiting factors in creating an academic atmosphere in the midst of the Covid-19 pandemic are (1) teachers find it difficult to evaluate student learning outcomes, (2) internet network constraints, (3) power lines that often go out, (4) not all students have smartphones and internet pulses, and (5) some students did not collect or send assignments given by the teacher.

Abstrak: Penelitian ini bertujuan untuk mengetahui suasana akademik di tengah pandemi covid-19 di SD Negeri 169 OKU. Rumusan masalah dalam penelitian ini: (1) bagaimana suasana akademik SD Negeri 169 OKU di tengah pandemi covid-19?, (2) apa faktor penghambat dalam menciptakan suasana akademik SD Negeri 169 OKU di tengah pandemi Covid-19?. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan menggunakan data analisis deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan wawancara, pengamatan, dokumentasi dan triangulasi. Hasil penelitian dilihat dari suasana akademik dan faktor penghambat dalam menciptakan suasana akademik di tengah pandemi covid-19. Pada suasana akademik terlihat proses belajar mengajar di SD Negeri 169 OKU berjalan aman, tertib dan kondusif. Kegiatan pembelajarannya adalah pembelajaran jarak jauh dan luring dengan tetap mematuhi protokol kesehatan sesuai dengan arahan dan petunjuk dari Dinas Pendidikan Kabupaten OKU. Sedangkan faktor penghambat dalam menciptakan suasana akademik di tengah pandemi Covid-19 adalah (1) guru kesulitan mengevaluasi hasil belajar siswa, (2) kendala jaringan internet, (3) kabel listrik yang sering padam, (4) tidak semua siswa memiliki smartphone dan pulsa internet, dan (5) sebagian siswa tidak mengumpulkan atau mengirimkan tugas yang diberikan oleh guru.

A. Introduction

The atmosphere or climate of the school amid the Covid-19 pandemic, we must always comply with the health protocol by the directions and instructions from related parties to support the smoothness and sustainability of the teaching and learning process carried out in schools (Argaheni, 2020). Therefore, it is necessary to understand several things that have an important role in creating a conducive school atmosphere or climate, namely the physical environment, social environment and cultural environment around the school (Mastura & Santaria, 2020). SD Negeri 169 OKU is one of the primary school that has achievements, has won the science olympiad up to the Provincial level and other achievements such as National Student Sports Olympiad (NS2O) so that researchers are interested in researching the primary school.

Currently, the world of education is faced with the problem of pandemic. Covid-19 on the one hand, the world of education must continue to improve the quality of education. According to Law No. 20 of 2003, regarding the National Education System (NES), schools must continue to improve the quality of education. It must also create a conducive academic atmosphere amid the Covid-19 pandemic. On the other hand, the world of education must also participate in efforts to break the chain of spreading the Covid-19 pandemic (Jayul & Irwanto, 2020). To achieve an educational goal, a good system of cooperation between all stakeholders relevant, including curriculum and academic atmosphere in the face of the pandemic, is covid-19 needed.

According to Efendi (2014), the academic atmosphere is a situation and condition that must be created to make the teaching and learning process by the vision, mission and common goals at school. An effective academic atmosphere or school climate can certainly improve the quality of learning in schools because an effective climate can shape the character of students so that it can improve the abilities, competencies and achievements of students so that they can produce graduates that are by the vision and mission of graduates and produce quality graduates (Ayuba & Muda, 2019).

Meanwhile, Wirawan (2007) explains that when discussing the atmosphere or climate of the school, of course, it cannot be separated from the notion of organizational climate itself, because schools are part of a form of organization. School atmosphere or climate is a factor urgent in the implementation of education and greatly determines the effectiveness of school activities, if the effectiveness of the school is measured by the learning atmosphere of students and the brilliant academic achievements of students (Rohmah & Setyowati, 2014). At least some factors must be improved and considered in explaining the atmosphere or working climate in SD Negeri 169 OKU in learning at school. Schools must pay attention to learning amid atmosphere Covid-19. Schools pay attention to learning interactions at school with students and parents. The learning atmosphere before Covid-19 was very different from the learning atmosphere during the Covid-19 pandemic. The learning that was felt for students and teachers was when the learning atmosphere was carried out online. This certainly never happened when the learning atmosphere was normal.

To create a conducive and innovative school climate in supporting learning amid the Covid-19 pandemic, a strategy set by the government is needed to create a conducive school atmosphere or climate to support the achievement of educational goals (Chusna & Utami, 2020). Sanjaya (2006) reveals that many factors can influence the activities of the teaching and learning process, including the atmosphere or school climate factors (including, non-physical environment), teacher factors, student condition factors, facilities and

infrastructure, supporting tools for learning activities available. The pandemic phenomenon Covid-19 is currently in the world of education which affects the academic atmosphere or school climate (Handayani, 2020).

At present, the Covid-19 pandemic has an effect on the atmosphere or climate of schools so that educational institutions must have steps or strategies to create a conducive academic atmosphere (Hidayatullah et al, 2020). Schools that have a safe, orderly and comfortable climate environment make the learning process enjoyable (Cahyani et al, 2020). Therefore, schools that are said to be effective will always make every effort to create a safe, comfortable, safe school atmosphere or climate by obeying the rules of law through the utilization of factors that can foster the atmosphere or climate (Mansyur, 2020).

B. Method

The type of research that will be used is qualitative research, namely by using qualitative descriptive analysis data, in the form of the principal's written or spoken words, all the societies or observed behaviour. This study emphasizes the facts that occur in a society that is seen as a whole that can be understood if separated from the context (Moleong, 2001). This descriptive research method, namely the problem-solving procedure by holding a state of the object of research at a certain time (as it is) or research activities on the aspects being studied, namely the management of the principal in creating an academic atmosphere amid the Covid-19 pandemic OKU, without creating or connecting with other aspects. The descriptive method is not directed by hypothesis examiners, from the research data or collected facts, but to be meaningful, it must be processed and interpreted.

The data that will be used in this research is data that is by the research, namely the management of the principal in creating the academic atmosphere of SD Negeri 169 OKU amid the Covid-19 pandemic. Data collected from interviews, field observation notes, portraits, individual documents and official documents. Sources of data in this study use primary data sources and secondary data sources (Sugiyono, 2013).

According to Suryabrata (2010), the data sources of this study consist of primary data sources and secondary data, while the primary data sources are data that are only obtained from the source or that are directly collected.

Qualitative research has set a natural as the direct source of data and the researcher is a key instrument. It means the researcher is the main data collection tool. In qualitative research that is tested is the data. Also, findings or data can be declared valid if there is no difference between what the researcher reports and what happened to the object under study (Sugiyono, 2013).

The tools/instruments in this study were interviews, observation and documentation. In this study, humans are needed as researchers because humans can adjust according to environmental conditions. So, the researcher as an instrument must also be validated how far the researcher is ready to carry out research which then goes to the field.

Validation of researchers as an instrument includes understanding qualitative research methods, mastery of insight into the field under study, the readiness of researchers to enter research objects, both academically and logistically. The validation was carried out by the researcher himself. The strategy used by researchers to validate is to invite auditors (external auditors) to review the entire research project. Those who become auditors are people who do not know the researcher or the proposed project. However, the presence of the auditor can provide an objective assessment. Matters that will be examined by this

auditor are the accuracy of the transcript, the relationship between the problem formulation and the data, the level of data analysis from raw data to interpretation (Creswell, 2014).

Researchers are also assisted by observation guides and interview guides. In this study, after the focus of the research became clear, a simple research instrument was developed. This was done to sharpen and complete the results of observations, interviews, and documentation. There are two tools/instruments made, namely to see the teacher performance process.

Sugiyono (2011) The object of research is the overall symptoms that exist around human life. Meanwhile, according to Spradley, is a social situation that is divided into 3 elements, namely the place, the actor and activity. The object of research is what will be investigated in research activities. This research was conducted in the field, namely SD Negeri 169 OKU.

The elements of the research location are SD Negeri 169 OKU, while the elements of the actors are the principal, academic staff, teachers and other related elements. The author uses a purposive sampling technique on the teacher, which the author will choose by considering the age / seniority level of the teacher, position/position at school and so on. The data collection technique is done by interview, observation, documentation and triangulation.

C. Result and Discussion

Academic Atmosphere In The Middle of The Covid-19 Pandemic SD Negeri 169 OKU

For the implementation of teaching to run effectively, teachers need to understand many things. First, the teacher must understand everything about the student that is under his / her responsibility. Teachers must have basic abilities including the ability to master materials, the ability to manage teaching and learning programs, the ability to manage classes with learning experiences, the ability to use media/resources with learning experiences, the ability to master educational foundations, with the learning experience, the ability to assess achievement with the learning experience, the ability to recognize the functions and program of guidance and counselling services with learning experiences. Ability to know and organize school administration with a learning experience. At SDN Negeri 169 OKU with distance learning already using learning methods and media, with the use of multi-media such as video learning materials stored on View Compact Disk (VCD), use of audiotapes, making subject matter with animation and others according to the material presented.

Evaluation is an ongoing process of collecting and interpreting information to assess decisions made in designing a system in teaching, evaluation is a continuous process, not only at the end of teaching but starting before teaching is carried out until the end of teaching. teaching, the evaluation process is always directed at a specific goal, namely to get answers about how to get teaching. Evaluation requires the use of measuring instruments that are accurate and meaningful to collect the information needed to make decisions.

SD Negeri 169 OKU has used a very strict evaluation, during the current Covid-19 pandemic by conducting an effective week evaluation, to find out the progress or learning outcomes of students, the numbers obtained as reports to parents, for class advancement, and determination of student graduation, in addition to continuous evaluation, to place students in the appropriate teaching and learning situation and by the level of ability, interest, and various characteristics of each student, in addition to knowing the student's

background (psychological, physical, and environmental), which is useful either, about the second function or to determine the causes of students' learning difficulties. Furthermore, evaluation as feedback for the teacher so that it can be used to improve the teaching and learning process and remedial programs for students.

As stated by the principal of SD Negeri 169 OKU, we always evaluate teaching and learning activities for both teachers and students in addition to knowing the progress of learning outcomes, also to place a harmonious teaching and learning position, if there is difficulty in learning we can help, and the function of the evaluation is we do one of them to improve the teaching and learning process.

According to Tugiri (Supardi, 2012), the atmosphere in memory consists of 4 aspects, one of which is the ecological or physical dimension. Does not include safety in the learning atmosphere at school. A sense of security and comfort can be felt by all school members, a conducive school climate is that the community feels a sense of security, comfort, tranquility, in the implementation of learning. When the current world of education must face the Covid-19 pandemic, schools must commit together in creating a safe teaching and learning environment for all school residents.

SD Negeri 169 OKU has tried to create a safe learning atmosphere amid the Covid-19 pandemic, this is proven by a joint commitment to creating a safe learning atmosphere by implementing safety standards. The element of safety and security rests on the guarantee of the school for the safety of the school community. Schools assure that schools are safe from disease outbreaks. SD Negeri 169 OKU has made efforts to prevent the spread of the Covid-19 virus, SD Negeri 169 OKU has adequate facilities and infrastructure for the prevention of the spread of the covid 19 virus, schools have a first aid program for urgent sites and have rules and maintain the safety of students when learning, availability of space care, SD Negeri 169 OKU gives great attention to the safety of the school environment. Because security is a priority in SD Negeri 169 OKU.

Cohen et al (2009) describes the main dimensions of school atmosphere or climate, security dimensions, dimensions of teaching and learning and dimensions of school-community relations, security dimensions with the following characteristics:

1. Physical aspects: order and safety standards for school physical facilities.
2. Socio-emotional aspects: attitudes towards differences, attitudes and responses to bullying, conflict resolution, and belief in school rules.

Teaching and learning dimensions, with indicators:

1. Quality of learning: high expectations of student achievement, variations in teaching styles and methods, leadership training, appreciation for creativity.
2. Social, emotional and ethical learning: respect for a variety of intelligence, a combination of various disciplines, professional development: standards and measures to support the development of continuous learning.
3. Development, systematic and continuous professionalism, decision making based on evaluation of data-based learning systems, teacher responses on the relevance and support of the evaluation system, leadership, communication-related to the vision of the school, administrative support and accessibility, respect for the principal.

Dimensions of the relationship between school members with indicators:

1. Respect for diversity: harmonious relationships between principals, teachers, staff, and students, open decision-making, opportunities to plan general academic activities, student participation in learning and discipline, cooperative learning, and prevention of offences and negative conflicts.

2. School community and collaboration: mutual support and continuous communication, the involvement of all school members, participation of parents/guardians in decision making, a collaboration of teachers and parents in the student education process.
3. Moral and connectedness: students feel familiar with the teacher, staff have high enthusiasm for their work, school members have a positive perception of the school community, the dimensions of the institutional environment with indicators: Cleanliness, adequate space for facilities, beautiful and attractive school arrangements, school area, support for curricular and extracurricular activities.

The provisions set by the government in the management standards of educational institutions related to school climate are:

1. Schools create an atmosphere, climate, and educational environment that is conducive to efficient learning in implementation procedures.
2. The procedure for creating an atmosphere, climate and educational environment: (1) contains written procedures regarding the minimum important activities to be carried out; (2) contains the title, objectives, scope, responsibilities and authorities, as well as an explanation; (3) it is decided by the school/school principal in a board meeting of educators.
3. Schools establish disciplinary guidelines which contain: (1) rules for educators, educational staff, and students, including in terms of using and maintaining educational facilities and infrastructure; (2) instructions, warnings and prohibitions on behaviour in schools/schools, as well as imposing sanctions for residents who violate the rules and regulations.
4. School rules are set by the principal through a board meeting of educators by taking into account the input of the school committee and students.
5. The school establishes a code of ethics for school members which contains norms regarding: (1) relationships among residents within the school environment and the relationship between school members and the community; and (2) a system that can provide rewards for those who comply and sanctions for violators.
6. School codes of ethics are instilled in all school members to enforce school ethics.
7. Schools need to have clear programs to raise ethical awareness for all school members.
8. The school code of ethics which regulates students contains norms for: (1) carrying out worship by their religion; (2) respect for educators and education personnel; (3) following the learning process by upholding the conditions of learning and complying with all applicable regulations; (4) maintaining harmony and peace to create social harmony among friends; (5) loving family, society, and cherishing others; (6) love the environment, nation and country; and (7) maintaining and maintaining the facilities and infrastructure, cleanliness, order, security, beauty and comfort of the school.
9. Students in maintaining educational norms need to be guided by exemplary, guidance by building willpower, as well as developing creativity from educators and educational staff.
10. The school code of ethics that regulates teachers and education personnel includes prohibitions for teachers and education personnel, individually or collectively, to (1) sell

textbooks, school uniforms, and or other school equipment either directly or indirectly to students ; (2) charge fees for providing tutoring or tutoring to students; (3) collect fees from students, either directly or indirectly, which are contrary to regulations and laws; (4) do something either directly or indirectly that injures the integrity of the results of the School Examination and National Examination. Uno (2011) School code of ethics is decided by a board meeting of educators and set by the principal.

According to Karati & Donni (2012) To understand the characteristics and culture of the school's cultural environment, there are several characteristics or indicators of a conducive school climate and culture, namely:

1. School goals that reflect the excellence to be achieved are clearly shown to all school members, set and announced widely in school.
2. Academic learning objectives in schools are formulated by measuring methods.
3. The school's physical facilities are well maintained, including damaged facilities to be repaired immediately.
4. The physical appearance of the school is clean, neat, and comfortable and pays attention to safety.
5. The yard and school environment are laid out in such a way as to give the impression of being beautiful, shady, and comfortable.
6. Affirmation posters (posters containing positive messages) are used and displayed in various strategic places and are easily seen by students.
7. Schools create a sense of belonging so that teachers and students show a sense of pride in their school.
8. Class conditions are pleasant so that an atmosphere is created that encourages students to learn.

Apriyanto (2007) added that to find out conducive climate aspects, among others:

1. There is a smooth and fast transition between outside activities.
2. Teachers want to change teaching methods.
3. when better methods are introduced, Use of the moving class system.
4. Creating kinship and togetherness relationships, schools emphasize to students and teachers that learning is the most important reason for going to school.
5. School creates an atmosphere that gives hope, where teachers believe that students can achieve high levels of achievement.
6. Expectations for high student achievement are conveyed to all parents of students.
7. All staff and teachers are committed to developing a quality culture in carrying out their daily tasks.

Bafadal (1982) The teacher has learning tasks that are interdependent into five teacher tasks, namely selecting the curriculum, diagnosing the preparation, styles and interests of students, planning programs, planning classroom management, preparing for classroom learning. The position of the teacher is very important in curriculum implementation and development. One indicator of a teacher's success in carrying out assignments is the teacher's ability to describe, expand, create a curriculum relevant to the needs of students and the development and progress of science and technology. The curriculum is differentiated into a written curriculum and a real curriculum. The written curriculum is the official curriculum that is written and becomes a reference for the implementation of learning in class. And the real curriculum implemented by the teacher.

Some experts say how well the curriculum works depends on what the teacher is doing in the classroom. Thus the teacher plays an important role in both mastering and implementing the curriculum itself. The teacher's role in implementing the teacher curriculum also plays a role in curriculum development. Sukmadinata (2004) reveals that in developing teacher curriculum, it is not only in the translation of the main curriculum into the annual, semester, quarterly curriculum or lesson units, but also in compiling a comprehensive curriculum for the school. In addition to the task of implementing the curriculum, the teacher is tasked with planning, implementing, assessing and making changes to the curriculum. Every teacher has an active responsibility in planning, implementing, assessing, administering, and changing the curriculum (Hamalik, 2007).

The teacher's role in curriculum planning is to take part in providing suggestions and materials needed to compile a new curriculum directly or indirectly. In implementing the curriculum, the teacher plays a role in implementing it as a whole or in part in the form of material or field of study that is designed in the curriculum, therefore the implementation of the teacher curriculum plays a role as a teacher, supervisor, manager, and scientists who are required to devote all their abilities so that the implementation of the curriculum can be successful. The teacher's role in curriculum management is to make lesson plans, lesson plans, and daily plans both in the form of lesson plans and in the form of a syllabus. Another role that teachers must play in curriculum management is trying to collect and find material from various sources, providing equipment or learning media, conducting communication and consultation with various agencies or agencies in implementing curriculum, collecting data about student participation in following lessons or various other curricular activities, participate in compiling a learning schedule. The role of the teacher in curriculum change is to provide various inputs in the form of suggestions and experiences, while the role of the teacher in curriculum assessment is to provide input and suggestions regarding the weaknesses and strengths of the curriculum from various aspects of the review.

The teacher is very decisive in achieving the learning outcomes that the curriculum wants. As an implementer and development of the curriculum, it plays a role and functions to enrich the curriculum, increase the relevance of the curriculum to the needs of students, society and the development of science and technology today.

According to Rohani (2004) Also, curriculum implementation in learning activities in schools is also greatly influenced by the support of learning resources, learning resources are all resources, environment, experience, which can be used and can support learning processes or activities effectively and efficiently and can facilitate the achievement of learning objectives, available both directly and indirectly, both concrete and abstract. adequate facilities and infrastructure, especially conditions of learning rooms, libraries, laboratories, and learning aids. The implementation of K13 curriculum learning ineffective and fun learning requires teachers to be more patient, attentive and understanding, and have creativity and dedication to foster students' self-confidence. This condition will foster a conducive atmosphere in learning, which will lead to a sense of friendship between the teacher and students so that they are not awkward to reveal the various problems faced by their teachers. All of this very requires teacher professionalism to enable the creation of dynamic quality interactions. Sukmadinata revealed that the main obstacle in curriculum development in schools lies with the teacher, including the lack of knowledge and ability of the teacher.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood

education, basic education, and secondary education in the formal education pathway Supardi (2016).

For the implementation of teaching to run effectively, teachers need to understand many things. First, the teacher must understand everything about the student that is under his / her responsibility. Teachers must have basic abilities including the ability to master materials, the ability to manage teaching and learning programs, the ability to manage classes with learning experiences, the ability to use media/resources with learning experiences, the ability to master educational foundations, with the learning experience, the ability to assess achievement with the learning experience, the ability to recognize the functions and program of guidance and counselling services with learning experiences. Ability to know and organize school administration with a learning experience. At SDN Negeri 169 OKU with distance learning already using learning methods and media, with the use of multi-media such as video learning materials stored on VCD, use of audiotapes, making subject matter with animation and others according to the material presented.

Evaluation is an ongoing process of collecting and interpreting information to assess decisions made in designing a system in teaching, evaluation is a continuous process, not only at the end of teaching but starting before teaching is carried out until the end of teaching. teaching, the evaluation process is always directed at a specific goal, namely to get answers about how to get teaching. Evaluation requires the use of measuring instruments that are accurate and meaningful to collect the information needed to make decisions.

SD Negeri 169 OKU has used a very strict evaluation, during the current Covid-19 pandemic by conducting an effective week evaluation, to find out the progress or learning outcomes of students, the numbers obtained as reports to parents, for class advancement, and determination of student graduation, in addition to continuous evaluation, to place students in the appropriate teaching and learning situation and by the level of ability, interest, and various characteristics of each student, in addition to knowing the student's background (psychological, physical, and environmental), which is useful either, about the second function or to determine the causes of students' learning difficulties. Furthermore, evaluation as feedback for the teacher so that it can be used to improve the teaching and learning process and remedial programs for students.

As stated by the principal of SD Negeri 169 OKU, we always evaluate teaching and learning activities for both teachers and students in addition to knowing the progress of learning outcomes, also to place a harmonious teaching and learning position, if there is difficulty in learning we can help, and the function of the evaluation is we do one of them to improve the teaching and learning process.

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Inhibiting Factors In Creating Academic Atmosphere Amid The Covid-19 Pandemic

1. Teacher find it difficult to evaluate children's ability level

With the evaluation of the teacher can find out the extent to which students achieve learning goals. The teaching and learning process experienced by students produces changes in the fields of knowledge and understanding, in the areas of values, attitudes and skills. Assignments, questions, or problems given by the teacher can be done so that there are visible changes from the students.

Through the evaluation, a teacher can find out the student's learning achievement and can find out the progress of the progress he has made. the extent to which students master the subject matter being taught. One of the obstacles faced during the Covid-19 pandemic was that it was difficult for teachers to know the cognitive, affective and psychomotor achievements of children, as expressed by Mr Sukiman: "assessment of student learning outcomes at this time is indeed difficult to do, to determine the extent to which the level of understanding of children is difficult to evaluate because of distance learning, how to find out their cognitive value, to find out their affective, as well as their psychomotor".

The same thing was conveyed by Mrs. Sutarmi: "distance learning like what is currently being done at SD Negeri 169 OKU does experience problems, one of which is that it is difficult for us to evaluate the achievement of children's abilities, whether the learning material that we convey is that the child really understands or not when the child is doing assignments, it could be the parents who do or someone else so that a teacher will find it difficult to know the level of achievement of the child's ability".

2. Inadequate internet network constraints

Distance learning during the Covid-19 pandemic did encounter many obstacles, one of which was online learning because not all students have smartphones, and not all students can access the internet, sometimes we have to door to door to do direct learning.

3. Electricity often goes out

As expressed by Mr. Sukiman: "the electricity network is something that is very vital and must exist in everyday life, of course this is related to school activities at SD Negeri 169 OKU in particular, electricity blackouts often occur, how the learning process will be carried out if the elements needed are not met, such as frequent power outages, even though currently the use of learning media is related to the importance of access to electricity in our area". The same thing was conveyed by Mrs. Sutarmi: "in our work area, electricity blackouts are indeed a common thing, even though when the electricity goes out it will interfere with school activities so electricity is very vital".

4. Not all children have smartphone, including internet credit, so teachers have to go door to door to students who do not have smartphone.

As stated by Mr. Sukiman: "the problem that is no less important in the current learning atmosphere is that not all children have smartphones, of course conditions like this will hinder the learning process from distance teaching, teachers inevitably have to door to door to students who do not have smartphones".

Sutarmi said the same thing: “the obstacles we face in our distance learning are of course using media such as smartphones, while there are students who do not have smartphones, of course this is a separate obstacle for us in the learning process.”

5. Not all students submit assignments given by the teacher.

As stated by Mrs. Rinta Herawati: “in the distance learning process, of course there are obstacles, one of which is that some students do not collect assignments or minimize the results of assignments given by the teacher, so that the teacher has difficulty giving grades”.

This is confirmed by Mr Herla's statement: “in dealing with distance learning, we as teachers face several obstacles, one of which is that some students do not send assignments so it is difficult for us to know the learning outcomes conveyed by the teacher.”

D. Conclusion

During the Covid-19 pandemic, the teaching and learning process at SD Negeri 169 OKU was safe, orderly and conducive. The learning activity is distance learning and offline while adhering to the health protocol in accordance with the directions and instructions from the OKU District Education Office. The implementation of online and offline learning using smartphones, learning videos and other media. SD Negeri 169 OKU environment, the academic atmosphere is safe from the Covid-19 pandemic, this is shown by the participation of all school components in creating a safe environment from the Covid-19 pandemic. However, there are several inhibiting factors in creating an academic atmosphere in the midst of the Covid-19 pandemic. Evaluating student learning outcomes whether students do their own assignments or others so that students' abilities are difficult to know by the teacher. Second, internet network constraints are inadequate. The three power lines often go out. Fourth, not all children have smartphones, including internet credit, so teachers have to go door to door to students who do not have smartphones. Fifth, some students did not collect or send assignments given by the teacher so that it was difficult for teachers to give grades.

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Use of WhatsApp Group as Learning Media in Higher Education During the Covid-19 Pandemic

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Abstract: education in the current Covid-19 pandemic era must be shifted from face-to-face learning systems to distance learning. This online learning requires suitable and appropriate media without reducing the quality of learning. The purpose of this research is the use of WhatsApp Group as a learning medium in universities during the Covid-19 pandemic. The research method used is quantitative research methods. The instrument in this quantitative research is a research questionnaire. To find out the number of research results, it is known by knowing the percentage. The impact of the Covid-19 pandemic on education, namely the existence of Covid-19, has changed the education system in Indonesia from various levels. Online learning was carried out after the ban on face-to-face learning during the Covid-19 pandemic. Online learning is carried out by utilizing online media that is relevant to needs. WhatsApp Group as a learning media in Higher Education, which is an online media commonly used in the communication process during a pandemic, was chosen to be used as a medium to support the distance learning system. WhatsApp Group apart from having powerful features, is also easy to reach and cheap in terms of data packages used for distance learning. WhatsApp Group media is a recommendation in the implementation of online learning today. The conclusion is that in the current pandemic era, online distance learning systems must use appropriate and comfortable online media without reducing their quality. WhatsApp is an online learning solution during the pandemic.

Abstrak: Pendidikan di era pandemik Covid-19 saat ini harus dialihkan dari sistem pembelajaran tatap muka menjadi pembelajaran jarak jauh (PJJ). Pembelajaran online ini membutuhkan media yang cocok dan tepat dengan tanpa mengurangi kualitas pembelajaran. Tujuan penelitian ini adalah penggunaan WhatsApp Group sebagai media pembelajaran di Perguruan Tinggi masa pandemik Covid-19. Metode penelitian yang digunakan adalah metode penelitian kuantitatif. Instrumen dalam penelitian kuantitatif ini adalah berupa angket penelitian. Objek penelitian dalam penelitian ini adalah mahasiswa semester 3 Prodi Sejarah STKIP PGRI Lubuklinggau. Lokasi penelitian dilakukan di dalam kampus STKIP PGRI Lubuklinggau. Untuk mengetahui jumlah hasil penelitian nantinya diketahui dengan mengetahui persentasenya. Hasil penelitian menunjukkan, yaitu dampak pandemik Covid-19 bagi pendidikan, yaitu adanya Covid-19 ini telah merubah sistem pendidikan di Indonesia dari berbagai tingkatan. Pembelajaran secara online dilakukan setelah adanya larangan pembelajaran tatap muka selama pandemik Covid-19 ini. Pembelajaran online dilakukan dengan memanfaatkan media online yang relevan dengan kebutuhan. WhatsApp Group sebagai media pembelajaran di Perguruan Tinggi, yaitu media online yang biasa digunakan dalam proses komunikasi saat pandemic dipilih untuk digunakan sebagai media menunjang sistem pembelajaran jarak jauh (PJJ). WhatsApp Group selain memiliki fitur yang mumpuni, juga mudah dijangkau dan murah dalam hal paket data yang digunakan untuk pembelajaran jarak jauh. Media WhatsApp Group menjadi rekomendasi dalam pelaksanaan pembelajaran online saat ini. Simpulannya adalah dimasa pandemik saat ini sistem pembelajaran jarak jauh (PJJ) online harus menggunakan media online yang tepat dan nyaman tanpa mengurangi kualitasnya. WhatsApp menjadi solusi pembelajaran online dimasa pandemik.

A. Introduction

In today's sophisticated globalization era, education must apply information technology in the developed learning system. The current Covid-19 pandemic has caused many obstacles to run the learning system. Implementing the learning model itself in Higher Education is not easy to do. However, the learning system must still be carried out in educating students in improving their knowledge. In the era of globalization, which is increasingly advanced and rapidly developing, as it is today, many teaching staff have explored their ability to develop existing technology with various trainings. To support the online learning system, teaching staff at universities are required to be maximal in teaching. However, it must also pay attention to the needs and conditions of students. Because not all students are able to operate the desired media features. The most basic thing is the expensive data package for the implementation of online learning. Seeing this, teachers must be smart in examining the existing conditions and remain enthusiastic. Parents of students in the current pandemic period still need good and quality learning for their children (Iskandar, 2020).

The use of a learning media is often associated as a means of supporting the learning system (Khasanah & Syarifah, 2021). But in reality the use of a learning media does not have a realistic impact on the learning system. Even so, the learning media used in the learning system cannot be separated from the aspect of the need for the media. In a need for media, it will always add and update space to store a large enough database. Media is a support for the learning system which still requires a teacher to operate it. Teachers really need to understand and recognize the aspects of learning media that are needed at this time. Learning media is used not only as a symbol that it has followed the times, but learning media is used on the basis of necessity in supporting the learning system at the education level. It should also be understood that the existence of computer media is currently able to change various media formats into one integrated multimedia presentation form (Pujiriyanto, 2012).

Effective communication media are media that can be applied without burdening users with one another or according to conditions and needs. Effective communication will result in an effective change in attitude as long as it is carefully established to exchange information, experiences, ideas, beliefs, feelings and attitudes between two or more people. In the process of communicating itself, between teachers and students it is known as a one-way or two-way model that processes during communication. The existence of communication media in learning, students can do learning well. Learning problems can also be known and solved together. Communication media in the current era can be owned by all groups from various levels of life. Students mostly also use communication media in their daily activities. Communication media must be maximized in such a way with full confidence and based on educational needs (Zakirman & Rahayu, 2018).

STKIP PGRI Lubuklinggau is one of the private campuses in South Sumatra, especially the city of Lubuklinggau. Since the Covid-19 pandemic hit the world, the education sector in Lubuklinggau has been stopped and replaced with an online learning system. This was done as a step to stop the spread of the Covid-19 virus that is currently hitting the world community. In addition, an appeal is in order to comply with the government's call to move online learning during this pandemic. Various learning and administrative activities were temporarily moved or carried out from their homes. For the learning system itself, many students choose to study from their hometowns to carry out

online lectures. Of course, the learning process must be done by getting to know some communication media as an online learning tool.

The development of increasingly advanced technology today will make us always feel the need for various kinds of information through an appropriate and fast technology. The current technology has entered the realm of the national education system in Indonesia. Through existing social media, the learning system can be carried out at any time. Many learning sites are offered to support learning in the world of education. Initially, social media was only used as a medium for chatting with friends, family, and people who were far away for mere purposes. However, over time, these social media can be used to implement a learning system that is affordable, effective, and easy to implement. In saying that the existence of this technology can have a good influence which helps a job quickly and precisely. The use of information technology in the form of social media is a teacher's step at a time where face-to-face learning systems are not possible. So that the learning system is transferred to an online or online system. Teachers as teachers have a big responsibility in improving education through the achievements of students (Agustina, 2020).

WhatsApp is a social media that is widely used by the community in supporting their activities. The WhatsApp application can be downloaded on the Android Smartphone that people usually use. The use of WhatsApp media as a support for the learning system is also based on the needs in the world of education today. WhatsApp is usually used to provide news by writing messages and videos. Various features in the WhatsApp social media application can be used in learning with the WhatsApp Group system. The existence of this WhatsApp Group, is devoted to creating online classes with certain materials. WhatsApp has many advantages in its use as a support for education. WhatsApp can verify, can save numbers, can send short messages or send course material files. WhatsApp Group itself can accommodate many students in a virtual classroom. In addition, WhatsApp Group can also be used on a laptop by photographing barcodes on WhatsApp Web. WhatsApp Group is widely chosen and used in learning because it can reach various groups in learning even though it is a simple online medium.

The learning system at STKIP PGRI Lubuklinggau is currently implemented online to anticipate the spread of the Covid-19 virus. The online learning system is carried out according to current educational abilities and needs without making it difficult for students to take online lectures. WhatsApp Group media is widely used in the learning system today, although there are some lecturers who use other online media such as Zoom, Webex, and other media. However, WhatsApp Group is still often used in consideration of current needs and circumstances. WhatsApp Group is preferred by students in online learning. Previously, the use of WhatsApp Group media was based on mutual agreement in supporting learning. Therefore, the implementation of learning is not only based on the importance of the popularity of certain media. It needs to be understood that the majority of students also choose to return to their hometowns and learn from their original homes. WhatsApp Group fits perfectly with the online learning system with the concept of learning from home. Even so, lecturers still have to be active in online learning and still provide motivation to stay enthusiastic in learning. Online learning with WhatsApp Group must bring joy and high enthusiasm so that the learning system comes alive and many participants are enthusiastic about attending lectures.

Previous research related to online learning by utilizing the WhatsApp application was research (Zahra, 2020) with the title Effectiveness of Online-Based Learning at IAIN

Tulungagung with the physical distancing policy in the Covid-19 pandemic era. The use of WhatsApp as a learning medium during the pandemic was proven to be effective with more efficient use as a class online. One of the advantages of the WhatsApp application is that it is able to reach classes from various regions and saves internet quota. This provides comfort for students who carry out online lectures.

Furthermore, other relevant research, namely research (Alami, 2020) entitled online learning media during the Covid-19 period online learning media during the coronavirus disease, namely media applied in online learning has a positive effect and its impact is felt by many educators and also participants or students. Many schools offer a variety of media platforms to suit their needs. Determination of the media used at the will and willingness of teachers and students during the Covid-19 pandemic. WhatsApp media as a communication medium commonly used by the community is highly recommended in the distance learning process. In addition to its easy-to-understand features, it also fits the needs of students to take part in online learning activities.

Research from Dewi (2020), entitled the impact of Covid-19 on the implementation of online learning in elementary schools. The results of this study are that in online learning itself, the application of media requires good cooperation between teachers and students. Involving various elements including parents also has a big influence on the implementation of this distance learning. How strong is online learning, the collaboration between teachers, students and parents makes online learning better and more effective.

In this study, the researcher formulated two problem formulations to be raised. The formulation of the problem is the impact of the Covid-19 pandemic for education and WhatsApp Group as a learning media in higher education. The impact of the Covid-19 pandemic on the world of education is clearly felt by all parties. So to stop the spread of the corona virus, the government has provided large-scale restrictions on the Large-Scale Social Restrictions, one of which is the impactful education sector. The learning system, which is usually carried out face-to-face, is replaced by online learning from each home. So online learning adjustments are also carried out by all schools in Indonesia. As for WhatsApp Group as a learning media in higher education is an online communication medium that has been chosen to be used in online lectures in universities, including STKIP PGRI Lubuklinggau. Lecturers and students agree to use WhatsApp Group as a medium for online lectures because it is easily accessible to all students and saves on internet data packages. This is based on mutual agreement during the Covid-19 pandemic. WhatsApp Group answers many of today's educational needs with its frequent use in the learning system in universities and schools.

B. Method

In this research method, research is taken with quantitative methods. Quantitative research is known as research that relies on statistics as a formula for assessment to get good results. After this quantitative research method has been selected, the next step for the researcher is to design the instrument to assess the results of the research to be carried out. Data collection on students, amounting to 30 people online. The student is a student of the STKIP PGRI Lubuklinggau history study program who is in the WhatsApp Group with various activities that support the teaching and learning process.

The population is part of a generalized area consisting of objects or subjects that have certain qualities and characteristics that are applied by the research team to study and then draw conclusions. The population in this study were students of the history education

STKIP PGRI Lubuklinggau grade V. This is based on the results of observations in which the fifth semester students are students who study learning media courses. On the basis of this, it was concluded that the fifth semester students were considered feasible and fulfilled the research. The population in this study amounted to 30 students.

According to Sugiyono (2018) the instrument in collecting the research data is to use a questionnaire so that the percentage of the assessment can be known properly. For quantitative data analysis, all respondents' answers were scored as follows:

Table 1. Questionnaire Score

No	Criteria Assessment	Value
1	Constantly	5
2	Frequently	4
3	Occasionally	3
4	Rarely	2
5	Never	1

Note:

Constantly	given a score of 5
Frequently	given a score of 4
Occasionally	given a score of 3
Rarely	given a score of 2
Never	given a score of 1

C. Result And Discussion

The Impact of the Covid-19 Pandemic on Education

The Covid-19 pandemic has changed the education system in Indonesia a lot from what was previously done face-to-face, to being online. With the Covid-19 outbreak, educational activities were transferred virtually and by adjusting the circumstances of each respective region. Distance learning during the Covid-19 pandemic did not cause significant problems for the world of education. In this online learning, teachers are still required to keep developing, stay active, creative, and present a quality learning system. Quality education is a very vital thing to do. This is based on the factor of improving the quality of students due to the quality of education implemented by the school during the current pandemic. Even though there are several weaknesses in this online distance education system, still educators as the spearhead of the world of education must increase their creativity and motivation to minimize the weaknesses that occur in the world of education (Salsabilla et al, 2021).

The impact of the Covid-19 pandemic, with the face-to-face education system being prohibited, education must adjust to the new rules in online education. WhatsApp social media, which is usually used as a medium to communicate with each other, during the Covid-19 pandemic, became a medium to support the learning system. The use of WhatsApp, which has been designed with the WhatsApp Group, seeks to oversee the current learning system. Some of the goals in using WhatsApp Group as a learning medium, namely: expanding the knowledge and abilities of teachers and students on the functions of the WhatsApp Group. through the use of the WhatsApp Group, between teachers and

students in carrying out the teaching and learning process can be helped which includes the process of delivering the material, then with the WhatsApp Group media, the use of the WhatsApp Group application can be an application that can be expected as the development of a learning media used in the learning process (Iskandar, 2020).

The current Covid-19 pandemic has had an impact on students who previously used their social media only to communicate with each other, but with this outbreak, social media is used as a support tool for online learning. However, the use of social media as a learning medium does not experience many obstacles for students because they are used to using social media. The most important thing in distance learning is digital literacy, which means using its ability to use digital information sources effectively and efficiently in academic life and everyday life. Distance learning with WhatsApp Group becomes more interesting and best if students are active in this learning. Eating it is demanded that teachers be innovative and creative in developing material to be taught to students through the WhatsApp application. In the WhatsApp application itself is equipped with a voice recorder that students can use to express their opinions. However, some teacher assessments prefer in writing so that students understand better and there is no noise in learning. The WhatsApp application has become very popular and is often used for the teaching and learning process during the Covid-19 pandemic (Sahidillah, 2019).

The use of WhatsApp Group as a virtual space in online teaching and learning activities, between students communicating with one another. Teaching lecturers are also involved as teachers. Students really need to pay attention to ethics and norms of decency in taking these online lectures. Some of the bad qualities of teachers and students in virtual lectures should be avoided. Things that offend each other should also be thrown away. Ethics in online lectures are also related to the use of various WhatsApp Group features used in learning, such as images, videos, documents, and sounds that can cause noise in the online teaching and learning process. It is necessary to uphold politeness in attitude and communication. Online lectures with fun social media have a positive impact while maintaining good manners as educators and students (Jumiatmoko, 2016).

In the end, it can be seen that the impact of the Covid-19 outbreak has made a lot of headache for the current education system. Related to this, education must continue with distance education using relevant online media. The use of WhatsApp Web or WhatsApp Group is very familiar and easy to access anytime and anywhere. WhatsApp is an application that is widely used in education compared to other online learning applications. Despite some drawbacks, it is clear that they have become commonplace. However, during the Covid-19 pandemic, WhatsApp became an application that supports the distance learning system with features in it.

WhatsApp Group as Learning Media in Higher Education

In implementing a learning model in higher education, it is necessary to support a relevant learning media so that its application can be carried out optimally. Media as a support tool in the current pandemic is the WhatsApp social media that people usually use to communicate. WhatsApp Group is used to support online learning systems combined with related learning models. WhatsApp Group is used as a learning medium to replace classes that were previously carried out face-to-face. In this WhatsApp Group, students can carry out learning activities guided by the lecturer to find, analyze facts, and make a question to discuss together. WhatsApp Group will allow students to access various course

materials that have been sent by their lecturers. Each subject has a different WhatsApp Group to support learning that is held online (Utomo, 2018).

The use of WhatsApp Group in general in the learning system on campus has the aim of learning by sharing materials and teaching materials provided by lecturers online. Students and lecturers can discuss with each other in the WhatsApp Group well. WhatsApp Group is currently getting a lot of good reception for students and lecturers. This is because of the ease of access and use. This ease of learning with WhatsApp Group can be done anywhere. WhatsApp users can use smartphones or laptops with good internet networks. The availability of many choices of WhatsApp Group material in lectures can increase enthusiasm and motivation to learn and discuss with students with minimal time and place constraints. WhatsApp users among students are currently very much in demand. Internet network support that is easily affordable and inexpensive makes the learning process easier. The positive response shown in various online lecture activities is the basis for the use of WhatsApp Group which is very suitable for the conditions and conditions of universities during the current Covid-19 pandemic (Abidah, 2020).

Through the 30 students of STKIP PGRI Lubuklinggau history education students, all of them are members of the WhatsApp Group per course. Obtaining data related to how students share assignments given by lecturers to their friends and the use of WhatsApp Group as an online medium for learning activities during the Covid-19 pandemic. Students are required to be active and creative in learning in the WhatsApp Group class and be enthusiastic. The WhatsApp Group online media is expected to have a positive impact in the implementation of online classes and have an impact on high learning interest in the materials that the lecturers have shared in the WhatsApp Group. WhatsApp Group itself is used by lecturers and students to discuss during class hours or outside of courses to conduct study discussions outside of class hours. It can be seen to be very active and effective in its use.

Communication in online discussion forums through WhatsApp Group media is the right choice during the Covid-19 pandemic like today. There are many conveniences that are obtained in the process of this learning activity. These conditions make students more comfortable learning through WhatsApp Group.

Table 2. The percentage of the WhatsApp Group assessment results

No	Criteria	Total Percentage (%)
1	Constantly	93%
2	Frequently	5%
3	Occasionally	2%
4	Rarely	0%
5	Never	0%

Based on the data above, it can be seen that as many as 93% constantly choose WhatsApp Group as online media positively, 5% are frequently, 2% statements are occasionally, 0% statements are rarely, and 0% are never statements. Of course this has a positive impact on the learning system used with WhatsApp Group in a positive way.

In addition, the WhatsApp application has also had a positive impact on the learning process during the Covid-19 pandemic. Some of these positive impacts include the number

of students who are enthusiastic and active in carrying out lecture activities. The following is the percentage of positive impacts seen from the following data, namely:

Table 3. Positive percentage of using WhatsApp Group in online learning

No	Criteria	Total Percentage (%)
1	Constantly	98%
2	Frequently	1%
3	Occasionally	1%
4	Rarely	0%
5	Never	0%

Based on the data above, it can be seen that as many as 98% constantly use WhatsApp Group positively, 1% statements frequently, 1% statements occasionally, 0% statements are rarely, and 0% statements never. Of course this has a positive impact on the learning system used with WhatsApp Group in a positive way.

For communication, the use of WhatsApp Group in online lectures related to assignment collection can be seen below, namely:

Table 4. Percentage of WhatsApp Group Usage in lectures collecting assignments during online lectures

No	Criteria	Total Percentage (%)
1	Constantly	95%
2	Frequently	4%
3	Occasionally	1%
4	Rarely	0%
5	Never	0%

In the results above, it is known that the use of WhatsApp Group to collect online lecture assignments can be seen as follows, namely: 95% statements constantly, 4% frequently statements, 1% statements occasionally, 0% statements rarely, and 0% statements never. WhatsApp Group as an online medium for college is considered very feasible in collecting the best assignments in this Covid-19 pandemic.

Research that is relevant to the results of the above research can be seen from the results of research conducted by (Astuti, 2020), namely that to improve a competence, innovation and enthusiasm for a teacher / lecturer, readiness is needed to respond to an information technology. Currently students have lived in sophisticated times and are the millennial generation with qualified technological abilities. Meanwhile, during the current Covid-19 pandemic, students are required to adapt to the completely online world of education. The distance learning system must be able to create a learning spirit that is safe, comfortable, fun, conducive, effective, and has an impact on improving science and education in the present, tomorrow, and future.

According to Salsabilla (2020), the Covid-19 outbreak that hit Indonesia and has an impact on the current education system, according to government recommendations, education activities be carried out online. The use of a medium in online learning is very helpful in supporting education today. Various media platforms provided by social media

can be applied, such as google classrooms, e-learning, zoom, youtube, learning houses, to WhatsApp Group which are commonly used by everyone. These various social media platforms are used according to the needs and abilities that support education. Some of the obstacles that hinder education must be overcome as soon as possible. Good online learning by supporting learning, saving quota and internet data packages that are easily affordable and provide convenience in accessing social media.

Furthermore, according to Prajana (2017), the WhatsApp social media application is very relevant to the world of education today. Moreover, education in areas that requires strong network support and WhatsApp Group is a solution in its implementation. WhatsApp technology itself is actually an application for communication as it should be. However, as the times and conditions of the Covid-19 pandemic developed, WhatsApp was used to support learning in schools and colleges. WhatsApp can be used as an important element contained in e-learning which is one of the characteristics of the generation of web 2.0 technology, collaboration and sharing. In addition, the use of WhatsApp as a social media in learning can also be done on a laptop by connecting with WhatsApp Web.

Based on the above analysis data with various improvements contained in it, the WhatsApp media even though it is simple still has a place in the online learning system. The increase in the use of the WhatsApp application as a learning medium is known by the number of positive percentages of using WhatsApp as a learning medium with an average of 93%, 98%, and 95%. This is because the WhatsApp application is very simple and easy to access. Students and parents are also not too burdened by online lectures via the WhatsApp Group media. The emergence of high enthusiasm in learning is something that must be realized. Education during the Covid-19 period must continue and still prioritize quality in education. Teachers themselves must continue to innovate in order to be able to adapt to the times in today's modern era.

D. Conclusion

The Corona virus outbreak that has hit Indonesia and has affected the face-to-face education system which has been replaced online must continue to be implemented along with the importance of education itself. Education must continue to run in an effort to educate the nation's children who need education as a support for the nation's history. Online learning must look at the state of education in each region, because each region has many obstacles that can hinder online learning. Mutually agreed distance learning will have an impact on knowledge skills and convenience in learning online. Online media which is commonly used to communicate can be used in the online teaching and learning process during the Covid-19 pandemic.

WhatsApp Group, which is commonly used in communication by all levels of society, can be used as social media to become a cheap, comfortable, and affordable distance learning facility. Quality learning remains number one, but the affordability of students to follow must remain a concern for teachers and educational institutions wherever they are. WhatsApp Group can be accessed via an Android smartphone or laptop by turning on WhatsApp Web with all the dependencies of the user in choosing it. Limitations in using other social media in learning do not prevent the younger generation from learning distance education during the Covid-19 pandemic is not a reason for education to just stop. However, education must continue and contribute to the development of progress for the Indonesian nation today, tomorrow and in the future.

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The Role of Principal and Teacher Leadership to Improve the Quality of Learning in SMA Negeri 5 OKU

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Abstract: This study aims to see the role of principals and teachers in improving the quality of learning at SMA Negeri 5 Ogan Komering Ulu (OKU). The formulation of the problem in this study is how the role of principal leadership and teacher professionalism in an effort to improve the quality of learning. This research is a qualitative research with a qualitative descriptive method. The data source is 50 teachers. The data technique is done by interview, observation and documentation. The results of this study illustrate that the role of principal ownership and teacher professionalism in an effort to improve the quality of learning in schools has been done as well as possible. This is with the shared role of the teacher in planning the Learning Implementation Plan that has been made and approved by the principal.

Abstrak: Penelitian ini bertujuan untuk mengetahui peran kepemimpinan kepala sekolah dan guru dalam upaya memperbaiki mutu pembelajaran di SMA Negeri 5 Ogan Komering Ulu (OKU). Rumusan masalah dalam penelitian ini yaitu bagaimana peran kepemimpinan kepala sekolah dan profesionalisme guru dalam upaya memperbaiki mutu pembelajaran. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif kualitatif. Sumber data adalah 50 orang guru. Teknik pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Hasil penelitian ini menggambarkan bahwa peran kepemimpinan kepala sekolah dan profesionalisme guru dalam upaya memperbaiki mutu pembelajaran di sekolah sudah dilakukan dengan sebaik mungkin. Hal ini dengan adanya peran bersama guru dalam merencanakan Rencana Pelaksanaan Pembelajaran (RPP) yang sudah dibuat dan disetujui oleh kepala sekolah.

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A. Introduction

Teachers play an important role in cultural transformation in the school system, especially in managing the interaction of students with learning resources to achieve the desired achievements (Zahroh, 2015).

Sukadi (2016) explains that professional teachers are the key to smoothness and success in the learning process at school. Because only professional teachers can create active situations for students in learning activities.

Furthermore, Sukadi (2016) added that professional teachers are believed to be able to lead students in learning to find, manage, integrate their acquisitions, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively (Adibatin, 2016).

Furthermore, Supeni (2015) argues that education personnel have a very strategic role in forming the knowledge, skills and character of students. Therefore, professional education personnel will carry out their duties professionally to produce higher quality graduates. Becoming a professional educational staff will not just happen without efforts to improve it. One of the ways to make it happen is by developing professionalism. This requires support from parties who have an important role, in this case, the principal as the supervisor. The school principal is a very important educational leader because the principal is directly related to the implementation of educational programs in schools.

Arlita et al (2020) argue that teachers are professional jobs that require special skills as educators/teachers. This type of work cannot be done by anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training.

Furthermore, Suharsaputra (2018) adds that teaching means continuing and developing science and technology. Meanwhile, training means developing the skills needed by the community in solving the various problems faced by the community. Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, feeling and the will of students as the implementation of the ideal concept of education. Teacher personality characteristics include cognitive flexibility and psychological openness. We hope that teachers can compete and work professionally (Herlina, 2018).

Competency of teachers is the ability and authority of teachers in carrying out their profession, while professionalism means quality and specific behaviour that characterizes professional teachers, teachers are also expected to carry out teaching an activity that is integral and reciprocal between teachers and students in situations instructional (Kia, 2019). In this situation, the teacher teaches and students learn. By the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System, the position of teacher as an educator is a professional position. For this reason, teacher professionalism is required to continue to develop by current developments, science and technology, as well as the needs of the community including the need for quality human resources and the capability to be able to compete in regional, national and international forums (Sani, 2017).

Learning process that is given is defined as teacher professionalism as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved properly through learning activities carried out by the teacher by the targets and objectives. Furthermore, Amirudin (2016) argues that it is teachers who directly face students to transfer knowledge and technology as well as educate with positive values through incomparable guidance and exemplary. Furthermore, Rochman (2011) adds that

the existence of teachers in education is very crucial because the obligation is not only to transfer knowledge but also to internalize students.

The teacher is a profession whose position or job requires special expertise. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means continuing and developing science and technology, while training means developing student skills (Kurniasih, 2017). Furthermore, Kustimi (2013) added that the quality of teacher work can be viewed in terms of process and results. In terms of the process, the teacher is said to be successful if he can actively involve most of the students, physically, mentally, and the spirit of teaching as well as their self-confidence. In terms of results, teachers are said to be successful if the learning they provide can change the behaviour of most students towards better mastery of basic competencies.

For the process to run smoothly, leaders must treat individuals humanely. Humans in carrying out their activities are always influenced by different personalities, for example, traits, attitudes, values, desires and interests, for this it will affect their leadership role as well as at work (Mulyadi, 2009). The role of leadership is a consistent pattern of behaviour that is applied by the leader through others, namely through the behaviour shown by the leader when influencing others, as perceived by others (Azizah, 2017). The role is not a matter of how the leader thinks about their behaviour in leading but how the perception of other people, especially their colleagues, about the behaviour of the leader.

The same thing was stated by Mulyasa (2013) that it is through the role of the principal that a principal will be able to transfer several values such as the emphasis on groups, support of teachers and employees, risk tolerance, change criteria and so on, on the other hand, employees will form a perception. subjective about the principles of values that exist in the organization by the values that the leader wants to convey through his leadership style.

For this reason, the principal must be able to create a work atmosphere that is supported by his subordinates to always work professionally (Fitrah, 2017). Not misusing for personal gain, but to achieve individual goals in the organization so that the work performance of subordinates can be improved and organizational goals can be achieved more effectively and efficiently (Hendarman, 2018).

Successful school when they understand the existence of the school as a complex and unique organization and can carry out the role of the principal as a supervisor who is given the responsibility to lead the school. The achievement of educational goals is highly dependent on the leadership skills and policies of the principal as a supervisor who is one of the education leaders (Wahjosumidjo. 2016). With the professionalism of the principal as a supervisor for the professional development of educational personnel, it is easy to do because it is by their function. The principal understands the needs of the school he leads so that the competence of teachers is not only based on the competencies he previously had but increases and develops properly so that the professional performance of teachers will be realized (Ekosiswono, 2007).

According to Mulyasa (2013), several factors make a leader increase the professionalism of his subordinates. First, the leader meets the needs of his subordinates about the effectiveness of the job. Second, leaders provide the training, guidance and support their employees need.

A quality school is an educational institution that builds people's trust in choosing this educational institution as a place to study for their children. Therefore, every educational institution is required to always improve the quality of its education. Because

referring to the Government Regulation of the Republic of Indonesia Number 19 the Year 2005 National Education Standards, Article 91 Paragraph 1 and 2 states that: "Every education unit in the formal and non-formal channels is obliged to guarantee the quality of education.

The education quality assurance as referred to in subsection (1) is aimed at meeting or exceeding the National Education Standards. " Referring to the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning the Standards for Principals of Schools or Madrasahs, the principal must be at least able to as *educators, managers, administrators, supervisors, leaders, innovators, motivators and entrepreneurs* (Danim, 2010).

Thus schools that are formal educational institutions are directed to improve the quality of education. According to Nata, what is meant by the quality of education is an education in which all components and various other supporting tools can satisfy students, leaders, teachers and society in general. These quality components are related to the curriculum or lessons are given, the teaching and learning process, teaching staff, facilities and infrastructure, environment, management (Sukiyasa & Sukocoa, 2013).

Quality problems in an educational institution are the most serious problems. On average, there are still many educational institutions that have not succeeded in realizing the quality of education. The quality of education is the common goal of all education thinkers and practitioners and has even been pursued through various means, methods, approaches, strategies and policies (Widodo, 2017).

But in reality, currently, the quality of learning at SMA Negeri 5 OKU is still not considered good. The quality of learning is still considered low, this condition can be assessed in terms of infrastructure, curriculum, programs, media and tools to support readiness in achieving quality learning. If the infrastructure, curriculum, programs, media and tools as supporting facilities are not fulfilled, the quality of learning is still low. So that it will affect the learning process that will be conveyed to students.

Based on the background description above, the problem is the lack of leadership role played by the principal in improving the quality of learning. The learning process is assisted by educators and education personnel totalling 52 teachers, consisting of 38 civil servant teachers and 13 honorary teachers. Of the 38 government employess teachers who have been certified, 34 are government employess teachers.

The learning process is carried out in the morning starting from 07.00 WIB to 12.45 WIB, while extracurricular activities are carried out on Wednesday and Saturday starting at 15.00 WIB to 17.00 WIB, consisting of 12 study groups.

Supporting facilities in learning activities, facilities owned to support the teaching and learning process at SMA Negeri 5 OKU include 12 local learning rooms, library rooms, physics laboratory rooms, biology laboratory rooms, laboratory rooms, counseling room, school health room, student council room, places of worship, principal's room, deputy principal's room, teacher's room, several toilets, school fields, sports facilities such as volleyball, badminton, football, table tennis, musical instruments for arts such as drums, guitars, sound system, ketipung, organ, flute, harmonica, and pianist

The results of the initial interviews of the researchers showed that so far the principal was by the main task that had to be carried out trying to improve the quality of learning, but some of the obstacles faced were the lack of responsibility of the teacher in carrying out teaching tasks, for example, they often arrive late and do not attend. Principals often provide direction and guidance that is carried out, but it still happens. It is also

understandable that the role of teachers in schools also doubles the role of taking care of their household. Meanwhile, the principal himself has many tasks to complete.

B. Method

This research is qualitative research, to be able to gain an in-depth understanding and interpretation of the meaning of the phenomena in the field. A qualitative approach is a process of research and understanding based on a methodology that investigates social phenomena and human problems. In this approach, the researcher creates a complex picture, examines words, reports in detail from the viewpoint of the respondent, and conducts studies on natural situations. Methods of data collection using observation, interviews and documentation studies.

While the nature or category in this study is evaluation research using a field study methodology. Field studies aim to: (1) produce a detailed description of a phenomenon in the field; (2) developing explanations that can be given from a field study; (3) evaluating phenomena. Field study research is a study that explores a problem with detailed boundaries, has in-depth data collection, and includes various sources of information. This research is limited by time and place, and the cases studied are in the form of programs, events, activities, or individuals.

Moleong (2011) argues that research that has qualitative research is research that is carried out by observing and is carried out in a natural setting or overall context, and the main data collection tool is research itself. Furthermore, Widayati (2008) argues that research methods are the means taken in achieving goals.

Furthermore, Arikunto (2010) argues that the research method is the method used by researchers in collecting research data. Furthermore, Adiyta (2016) argues that a method is defined as a method used to achieve predetermined goals.

The primary data sources obtained from this study were 50 teachers in SMA Negeri 5 OKU consisting of 37 civil servant teachers and 12 honorary teachers. While the secondary data source is in the form of interviews aimed at school principals and teachers related to the role of the principal as the leader of educational institutions and the quality of teachers in the learning process.

This research is a field study, so the desired data can only be obtained from the field, the research location. Data collection techniques in this study include interviews, observation and documentation. Data analysis used in this study is data reduction, data display or presentation and data verification.

C. Result and Discussion

Based on the research objectives as described in the previous chapter, this study aims to identify the role of principal leadership and teacher professionalism to improve the quality of learning at SMA Negeri 05 OKU. The data source and data for this study were primary data, namely interviews with the principal and teachers at SMA Negeri 05 OKU, while secondary data was the result of interviews aimed at school principals and teachers related to the professionalism of teachers in teaching and data. Supporting data related to this research.



Figure 1. The location of the research

SMA Negeri 05 OKU which is used as the place of this research is located on Jalan Dr AK Gani no 439, East Baturaja District, Ogan Komering Ulu Regency. The learning process at SMA Negeri 05 OKU is held at 07.00 WIB up to 14.10 WIB, from Monday to Wednesday while Thursday and Saturday enter at 07.00s / d at 13.30 WIB and Friday starts at 07.00 s / d at 11.00 WIB. while extracurricular activities are carried out from Monday to Saturday which is held from 15.00 WIB to 17.00 WIB.

Table 1. Schedule of extracurricular activities at SMA Negeri 5 OKU

No	Activity	Day	Members	Description
1	Mading extraculicualar	Monday 15.00 s/d 17.00 wib	42 students	Active
2	Art extraculicualar	Monday 15.00 s/d 17.00 wib	70 students	Active
3	Paskibra extraculicualar	Tuesday 15.00 s/d 17.00 wib	97 students	Active
4	PMR extraculicualar	Tuesday 15.00 s/d 17.00 wib	30 students	Active
5	Pramuka extraculicualar	Wednesday 15.00 s/d 17.00 wib	120 students	Active

(Source Deputy Public Relations of SMA Negeri 5 OKU and photos of activities attached)

The information that researchers got from the results of interviews conducted with Deputy Public Relations of SMA Negeri 5 OKU, Mrs. "SG" she said that the achievements of SMA Negeri 5 OKU in the Academic and Non-Academic fields (extracurricular activities) were very many, almost in all extracurricular activities. won awards both at the district level and at the national level. in this study, the non-academic achievements of SMA Negeri 5 OKU will be presented from the last 4 years, namely 2017/2018, 2018/2019, and 2019/2020, and 2020.

In 2020/2021 the information that the researcher got from Waka Very little public relations has been achieved due to the Covid-19 outbreak so that many competitions that are routinely held both at the Regency level and the Provincial level are eliminated.

In SMA Negeri 05 OKU, the learning activities are assisted by 52 teachers consisting of 38 civil servant teachers, 1 DP teacher and 13 honorary teachers, with 529 students and 15 study groups consisting of 5 (five) class X (ten) study groups, 5 (five) class XI (eleven) study groups, and 5 (five) class XII (twelve) study groups.

Regarding the professionalism of teachers in teaching, the graduation rate is counted for the last 3 (three) years in SMA Negeri 05 OKU seen from the UNBK (Competency-Based National Examination Score) from 2017/2018 and 2018/2019 and 2019/2020. the values that have been achieved are as follows:

Table 2. UNBK Graduation Value for the 2017/2018 Academic Year

No	School year	Mandatory/ Optional subject	Subjects	Total students	Greatest Value	Lowest score
1	2017/ 2018	IPA required	Indonesian	115 students	90.0	36.0
			English		90.0	28.0
			Mathematics		55.0	17.5
		Selection	Pysics	9 students	45.0	30.0
			Biology	94 students	80.0	25.0
			Chemistry	16 students	62.0	35.0
		IPS required	Indonesian	83 Students	80.0	30.0
			English		62.0	18.0
			Mathematics		65.0	17.5
		Selection	Economy	8 students	67.0	52.5
			Geography	33 students	70.0	32.0
			Sociology	34 students	80.0	32.0

Table 3. UNBK Graduation Value for the 2018/2019 Academic Year

No	School year	Mandatory/ optional subject	Subjects	Total Students	Greatest Value	Lowest score
2	2018/ 2019	IPA required	Indonesian	119	96.0	34.0
			English	Students	70.0	22.5
			Mathematics		47.0	22.5
		Selection	Economy	10 studens	67.5	30.0
			Geography	12 students	72.5	32.5
			Sociology	95 students	65.0	42.5
		IPS required	Indonesian	78 Students	84.0	26.0
			English		76.0	26.0
			Mathematics		77.0	20.0
		Selection	Economy	21 students	67.5	30.0
			Geography	42 students	62.0	28.0
			Sociology	15 students	74.0	40.0

Meanwhile, for the 2019/2020 learning year, Competency-Based National Examination Score, whose name changed to Education Unit Examination, could not be implemented due to the Covid-19 outbreak, an outbreak that hit the whole world in general and especially Indonesia which did not allow the implementation of the Education Unit Examination.

Based on the research findings, it is known that the role of principal leadership and teacher professionalism to improve the quality of learning in schools has been carried out as well as possible by teachers in teaching. The leadership role of the principal is evidenced by being with the teacher in planning lesson plans which are made reported and approved by the principal and by the curriculum. The teacher in carrying out the learning process is by the learning device guidelines and uses teaching aids. Teachers in delivering learning have used other sources from books with various publishers besides handbooks. In the learning process, the teacher has done learning activities outside the classroom, this is done so that the learning process is not boring.

The learning outcomes at the end of each lesson are always evaluated so that students can find out the ability of the students in the learning process that is delivered. Teachers always evaluate learning outcomes every mid-semester, per semester and at the end of learning activities. This is important to know the progress of the learning process that has been implemented. The teacher in delivering learning material is by the planning of learning activities which is the benchmark for the syllabus and lesson plans. In the learning process that the teacher conveys, students are active and creative in following these lessons. Teachers in delivering learning materials use media/tools as a learning resource.

The teacher when delivering learning materials using teaching aids, students better understand the material presented. Because the teaching aids used can motivate students to learn. The teacher guides students who have difficulty learning. The teacher gives directions to students to always carry handbooks when participating in the learning process. Teachers often provide guidance and counselling when there are students who commit disturbances by giving advice and directing these students not to repeat their actions.

Based on theoretical studies providing support in this research as stated by Mulyasa (2013), the principal is a leader in educational institutions that regulates and manages educational activities in schools. Therefore, school principals play an important role in improving the quality of education, especially improving teacher performance to be more enthusiastic and professional in teaching and developing themselves who are tasked with delivering lessons to students. This is because the principal's duty in supervising the programmed activities is expected to be good and successful.

The principal in carrying out his duties must be more enthusiastic and professional in teaching. With a very basic reason that teachers have a very important role in determining the quality of teaching carried out, therefore it is necessary to think and plan carefully in increasing student learning opportunities by improving the quality of teachers. This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, act as facilitators who always try to create class organizations, use teaching methods and teacher attitudes and characteristics in managing the teaching and learning process (Suharsaputra, 2018). To achieve school goals, every activity of the leadership must be supported by school officials.

Yuliati (2018) explains that the principal as a supervisor has the responsibility for increasing the ability of teachers to manage learning activities at school and has a very

important role in the development and progress of the school. Therefore, the principal must supervise properly and correctly by the principles and techniques as well as the right approach. Coaching carried out by school principals to teachers can improve teacher performance and dedication in education. The task of a supervisor is to help, encourage and give confidence to the teacher that the teaching and learning process can provide the development of various experiences, knowledge, attitudes and skills of the teacher and the teaching and learning process carried out by the teacher must be assisted professionally so that the teacher can develop in his work, namely to improve effectiveness and efficiency of the teaching and learning process. The purpose of the supervision itself must be clear and direct.

Furthermore, Nurdin (2012) explains that the word professional is related to the word profession. So, the words professional and profession are things that both require special skills to carry out. Next, Rusman (2011) argues that the teaching position is an honourable and noble profession. The teacher's efforts are always trying to educate the nation's life and improve the quality of Indonesian people as a whole, namely those who are faithful, pious, and have a noble character, and master science and technology in creating a quality society. Furthermore, Rusman (2011) added that in addition to devoting themselves and serving the nation, the main task of teachers is to educate, guide, train, and develop a curriculum (curriculum tools).

The profession is a position or job that requires certain skills. This means that a position cannot be carried out or held by just anyone who is not trained and specially prepared to do the job so that it can only be said to be a professional (Rusman, 2011).

Kristiawan (2017) argues that professional teachers must have teacher competence obtained through teacher education obtained and special education for this field. Teacher competence is obtained through what is called professionalization which is carried out both before a person undergoes that profession or after undergoing a profession.

The leader of a school who is finally called the principal, in the context of the principal's task is very heavy because he must be able to play multiple roles. Apart from being a leader, of course, they can become partners of teachers in teaching and educating their students. And of course, every leader has his way and method of carrying out his duties and functions.

For this reason, the principal must be able to create a work atmosphere that is supported by his subordinates to always work professionally. Not misusing for personal gain, but to achieve individual goals in the organization so that the work performance of subordinates can be improved and organizational goals can be achieved more effectively and efficiently (Hendarman, 2018).

To increase the professionalism of subordinates, the role of leadership is very important, because the success or failure of an achieved goal depends on the leadership. And this is an obligation for every leader to be able to lead his subordinates to work by the instructions given so that it will create working conditions and environments that encourage activities to achieve organizational goals efficiently.

Professional teachers are believed to be able to lead students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively.

The teacher is a professional job that requires special skills as an educator/teacher. This type of work cannot be done by just anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training.

Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, feeling and the will of students as the implementation of the ideal concept of education. Teacher personality characteristics include cognitive flexibility and psychological openness. We hope that teachers can compete and work professionally.

This was stated by Sukadi (2016) who explained that professional teachers are the key to smoothness and success in the learning process at school. Because only professional teachers can create active situations for students in learning activities.

Furthermore, Zahro (2015) stated that education personnel have a very strategic role in forming the knowledge, skills and character of students. Therefore, professional education personnel will carry out their duties professionally to produce higher quality graduates.

D. Conclusion

Based on the research findings, it is known that the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU, which is done as an effort to improve teacher professionalism in teaching. This is based on the following research results.

1. As an educator, the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU by always trying to provide guidance and routinely directing all teachers through meetings at the beginning of the month as an effort to improve teacher professionalism and having direct meetings with the teacher concerned if there are teachers who need to get coaching.
2. As manager of the principal, he has played a role in improving the professionalism of teachers of SMA Negeri 5 OKU by providing guidance to the teacher's board and always placing the teacher's board according to their abilities in certain positions. As well as compiling a school organization program, moving the teachers' councils to be more active in their work.
3. As the principal administrator, he has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU. By guiding the learning devices of the teacher/teacher, it means that the teacher has complete learning tools and provides guidance to teacher administration related to teacher work performance/Teacher Performance Assessment, the implementation is carried out with administration by the Teacher Performance Assessment because it has something to do with Employee Performance Targets. The principal also carries out duties in managing teacher resources so that the goals of a school or institution can be achieved so that teachers carry out their duties in a professional manner.
4. As the principal supervisor, the principal has played a role in improving the professionalism of the teachers of SMA Negeri 5 OKU by conducting direct or indirect assessments of the respective teachers' councils. For example, a direct assessment is carried out by direct supervision, while an indirect assessment, an assessment that is unknown to the teacher. And as the role of the principal supervisor, the principal is also active in supervising the teacher, to provide guidance and direction when conducting supervision to develop teacher professionalism in teaching.

5. As a leader the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU by always trying to do his best, providing good examples, which can nurture, embrace the teachers' council so that the quality of school education is even better as expected. For example, moving and controlling teachers in carrying out teaching assignments, giving directions to teachers related to the learning to be delivered. Delivering the problems faced by the school transparently to the teacher through meetings so that these problems can be resolved properly.
6. As an innovator, the principal has played a role in improving the professionalism of SMA 5 OKU teachers by always trying to provide new good ideas to improve the quality of teacher teaching, for example advising teachers to deliver learning material using infocus, laptop or other media related to technology, so that students can absorb the learning material presented
7. As a motivator, the principal has played a role in improving the professionalism of teachers at SMA Negeri 5 OKU by providing motivation to the teachers of the board of teachers to continue to improve teacher professionalism, increasing the ability to make learning tools.

As an intrapreneur, the principal has played a role in improving the professionalism of teachers of SMA Negeri 5 OKU by creating a pleasant atmosphere at school, there are no tensions or dividers between all institutional elements in the school, and it means being an abbreviation to create, unite, something into one. Also, the principal together with the school committee works together to work creatively in extracting sources of empowerment to improve teacher professionalism, especially about teachers to attend professionalism education and training as well as sending teachers to attend seminars.

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The Correlation Between Work Motivation and Work Discipline on Teacher Performance

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Abstract: This study aims to determine the correlation between work motivation and work discipline on teacher performance. The formulation of the problems in this study: (1) is there a correlation between work motivation and teacher performance?, (2) is there a correlation between work discipline and teacher performance?, (3) is there a correlation between work motivation and work discipline on teacher performance. This type of research is descriptive quantitative. The sample in this study amounted to 74 students. Data collection techniques in the form of tests and documentation. The instrument used was a test sheet. The theories used are teaching and learning strategy theory and learning evaluation theory. The results of this study. Based on the respondents' perceptions of work motivation, a score range of 116-150 was obtained, with a total score of 20409 and an average score of 130.79 which in this case was categorized as quite good. Respondents' perceptions about the effect of work discipline on teacher performance obtained a score range of 107 - 151, with a total score of 20191.00 and an average score of 134.43 which is in the good category. The degree of influence of the work motivation variable (X_1) and the work discipline variable (X_2) on teacher performance (Y) was 0.73 or 73%. This shows that the teacher's performance (Y) is jointly (simultaneously) influenced by the work motivation variable (X_1) and the work discipline variable (X_2) by 73% while the remaining 27% is influenced by other factors outside the equation model.

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan motivasi kerja dan disiplin kerja terhadap kinerja guru. Rumusan masalah dalam penelitian ini: (1) apakah terdapat hubungan motivasi kerja terhadap kinerja guru?, (2) apakah terdapat hubungan disiplin kerja terhadap kinerja guru?, (3) apakah terdapat hubungan yang simultan motivasi kerja dan disiplin kerja terhadap kinerja guru. Jenis penelitian ini adalah deskriptif kuantitatif. Sampel dalam penelitian ini berjumlah 74 siswa. Teknik pengumpulan data berupa tes dan dokumentasi. Instrumen yang digunakan adalah lembar tes. Teori yang digunakan adalah teori strategi belajar mengajar dan teori evaluasi pembelajaran. Hasil penelitian ini Berdasarkan persepsi responden tentang motivasi kerja, diperoleh rentang skor 116 - 150, dengan jumlah skor 20409 dan skor rata-rata 130,79 yang dalam hal ini termasuk kategori cukup baik. Persepsi responden tentang pengaruh disiplin kerja terhadap kinerja guru diperoleh rentang skor 107 - 151, dengan jumlah skor 20191,00 dan skor rata-rata 134,43 adalah termasuk kategori baik. Derajat pengaruh variabel motivasi kerja (X_1) dan variabel disiplin kerja (X_2) terhadap kinerja guru (Y) sebesar 0,73 atau 73%. Angka ini menunjukkan bahwa kinerja guru (Y) secara bersama-sama (simultan) dipengaruhi oleh variabel motivasi kerja (X_1) dan variabel disiplin kerja (X_2) sebesar 73% sedangkan sisanya 27% dipengaruhi oleh faktor-faktor lain di luar model persamaan tersebut.

A. Introduction

The Indonesian government, to improve education for its citizens, continuously carries out various activities and provides supporting facilities, including the enactment of Law no. 14 of 2005 concerning teachers and lecturers. As stated in the general explanation of Law no. 14 of 2005, the Preamble of the 1945 Constitution of the Republic of Indonesia states that the purpose of national education is to protect the entire nation and all the blood of Indonesia and to promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace, and social justice. To realize these national goals, education is a very determining factor.

Human resources are the main requirements for the realization of a developed nation and country (Isdawel et al, 2020). Regardless of the size of natural resources, the available capital and infrastructure, in the end, it is only in the hands of reliable human resources that the target of the nation and state development can be achieved. In this perspective of thinking, a nation cannot achieve progress without a good education system (Budiman, 2017).

Human resources are a source for achieving competitive advantage because of their ability to convert other resources (money, machines, methods and materials) into results (products/services) (Nasution & Aliffioni, 2018). Competitors can emulate other sources such as technology and capital but not unique human resources. Employees have a strategic role in the company, namely as thinkers, planners, and controllers of company activities because they have the talent, energy and creativity that are needed by the company to achieve goals (Permanasari, 2013). Almasri (2016) argues that human resource management is a process that includes everything related to the organization and the people who run it.

Education is the basic capital for creating human resources. The main world of education is school (Kemal et al, 2019). Schools are one of the alternative educational service institutions. School as an institution certainly has a vision, mission, goals and functions (Maujud, 2018). To carry out the mission, realize the vision, achieve goals, and carry out its functions, schools need professional staff, organizational work procedures and supporting resources both financially and non-financially (Kemal & Rahmatullah, 2015).

School as a system has components that are related to each other and contribute to achieving goals. These components are students, curriculum, teaching materials, teachers, school principals, other education personnel, environment, facilities, learning processes and outputs. All these components must develop according to the demands of the times and environmental changes that occur around them. To develop, of course, there must be a process of change. This development should start from things that cause the organization to not function as well as expected (Kurniah et al, 2019).

In the conception of institutional development, there is an effort to introduce changes in the way an institution is organized, the structure, processes and systems of the institution concerned so that it can better fulfil its mission. Therefore, changes that occur in school institutions must include all components in it.

These changes occur in the structure, processes, workforce and systems of an institution as well as the change process itself, regarding how schools as institutions are organized so that they can carry out their mission well. In the process of change, individual organizations and institutions improve their abilities and performance about their goals, resources, and environment. The change will not take place without the support of human resources who are assets that can contribute more to achieving organizational goals.

The teacher is one of the human resources who are in school. The performance of teachers in schools has an important role in achieving school goals. Performance problems are under the spotlight of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents of students. Various attempts were made to achieve good performance. The government's attention to education has been socialized, the education budget mandated by the 20% law has begun to be implemented. Then the teacher's performance will of course be the concern of all parties. Teachers must be truly competent in their fields and teachers must also be able to serve optimally. Optimal teacher performance is related to various factors, both internal and external.

The primary school in Ogan Komering Ulu District consists of public and private schools. One of the indicators of a school that is considered successful is the acquisition of high national exam scores and maximum passing rates. The school with the highest national examination score and an annual passing rate of 100% is always considered successful and will gain the trust of the community. Though not necessarily student success is the result of teacher performance.

The success of school achievement is determined by various factors, including the work motivation of a teacher. A teacher can work professionally if he has high motivation. Employees/teachers who have high motivation will usually carry out their duties energetically and energetically because there are certain motives or goals behind these actions. The motive is the driving factor that gives him strength so that he is willing to work hard. Juniarti, et al (2020) state that works discipline as the implementation of management to reinforce the guidelines is seen as closely related to performance.

B. Method

This research method is descriptive quantitative research because this research is focused on solving the problem under study by describing an object of research, namely by looking for data related to work motivation (X_1), work discipline (X_2) with the dependent variable namely teacher performance (Y), where the data obtained from a sample of the study population is then analyzed according to the statistical method used and then interpreted.

The population and sample in this study were all teachers of SD Negeri 74 OKU, totalling 25 people including the principal and non-permanent teachers. The following are the teachers who teach at SD Negeri 74 OKU. The data analysis technique used in this research is the assumption test which consists of the data normality test, homogeneity test, and linearity test. While the hypothesis test consists of the correlation product-moment, test and t-test. Assumption testing and hypothesis testing are techniques that must be used to analyze quantitative data. As for knowing the relationship between work motivation and work discipline on teacher performance using the ANOVA formula with a significance level of 5%. If or at the 5% and 1% significance levels are equal to or greater than or then the two variables have a positive correlation, and if the results are obtained then the zero hypothesis significance level is rejected, while the alternative hypothesis is accepted, it means that there is indeed a significant positive correlation between the variables X and Y variables.

C. Result and Discussion

Results

a. Description of Research Data

Data on respondents' perceptions about work motivation variables were obtained through a questionnaire with 25 respondents in the following table.

Table 1. Descriptive statistics of work motivation variables

Mean	N	Valid	104
		Missing	0
	Mean		130,79
	Std. Error of		,571
	Median		130,00
	Mode		130
	Std. Deviation		7,126
	Variance		50,774
	Range		31
	Minimum		116
	Maximum		147
	Sum		20403

The highest score is 147, the lowest score is 116, mean 130.79, median 130.00, mode 130, and standard deviation is 7.126. The categories to find out respondents' perceptions of work motivation are not very good, not good, good enough, good, and very good, can be seen in the table below.

Table 2. Perception category work motivation

Score	Category	Frequency	Percentage
116-122	very bad	12	11,53
123-129	bad	18	17,5
130-136	enough	39	37,5
137-143	good	21	20,19
144-150	very good	14	13,45

It is known that respondents' perceptions about work motivation are each in the very bad category with a frequency of 12 or 11.53%. The category is bad with a frequency of 18 or 17.5%. enough category has a frequency of 39 or 37.5%. The good category has a frequency of 21 or 20.19%. Very good category has a frequency of 14 or 13.45%. The above data can be seen in the histogram below.

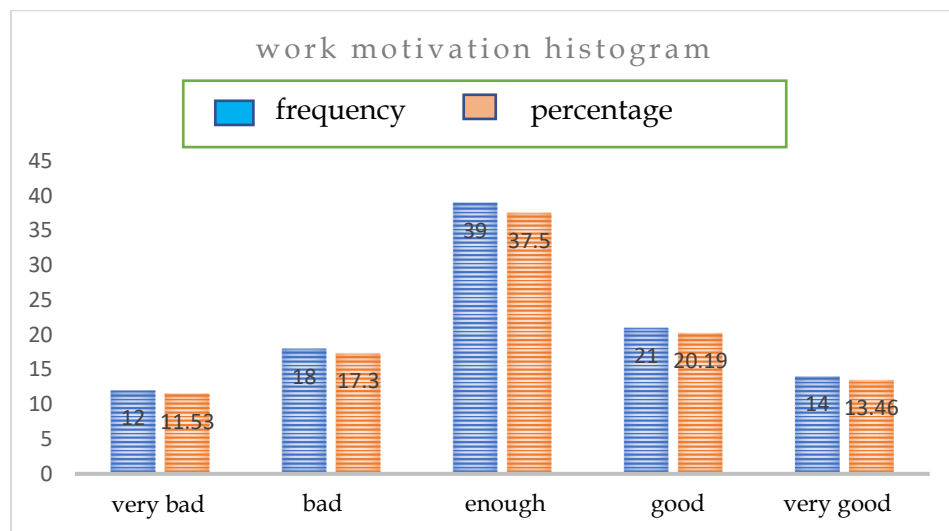


Figure 1. Work motivation histogram

The histogram variable of work motivation can be seen that the highest result is a score range of 130-136 or 37.5% indicating that the respondent's perception of work motivation is quite good. While the lowest was the range 116-122 or 11.53% indicating that the respondent's perception of work motivation was very bad. The dimensional factor analysis of the work motivation variable obtained from the questionnaire is shown in the following table.

Table 3. Table analysis of work motivation variables

	Initial	Extraction
X1.1	1,000	,695
X1.2	1,000	,691
X1.3	1,000	,966
X1.4	1,000	,372
X1.5	1,000	,651
X1.6	1,000	,936
X1.7	1,000	,701

The highest analysis value for the warmth indicator (X1.3) is 0.966 and the lowest is for the support indicator (X1.4) of 0.372 while for other indicators: responsibility (X1.1) is equal to 0.695; sense of belonging (X1.2) of 0.91; conflict (X1.5) of 0.651; award (X1.6) of 0.936; and commitment (X1.7) of 0.701.

b. Work Dicipline

Data on respondents' perceptions about work discipline variables were obtained through a questionnaire with 25 respondents in the following table.

Table 4. Descriptive Statistics of Work Motivation Variables

Motivation Variables		Statistics
N	Valid	104
	Missing	0
Mean		134,43
Std. Error of Mean		,772
Median		129,50
Mode		120
Std. Deviation		9,639
Variance		92,905
Range		43
Minimum		107
Maximum		150
Sum		20191

It can be explained that of the 104 respondents who entered, the highest score was 150, the lowest score was 107.00, the mean 134.43, the median 129.50, mode 120, standard deviation 9.639. Categories to determine respondents' perceptions of work discipline are: very bad, bad, enough, good, and very good.

Table 5. Categories of perceptions of work discipline

Score	Category	Frequency	Percentage
107-115	very bad	11	10,57
116-124	bad	13	12,5
125-133	enough	24	23,07
134-142	good	43	41,34
143-151	very good	13	12,5
	Total	104	100

It is known that respondents' perceptions of teacher work discipline have several categories. Very bad category has a frequency of 11 or 10.57%. The bad category has a frequency of 13 with a percentage of 12.5%. Enough category has a frequency of 24 with a percentage of 23.07%. The good category has a frequency of 43 with a percentage level of 41.34%. Very good category has a frequency of 13 with a percentage of 12.5%. The data is in the form of a bar chart as follows.

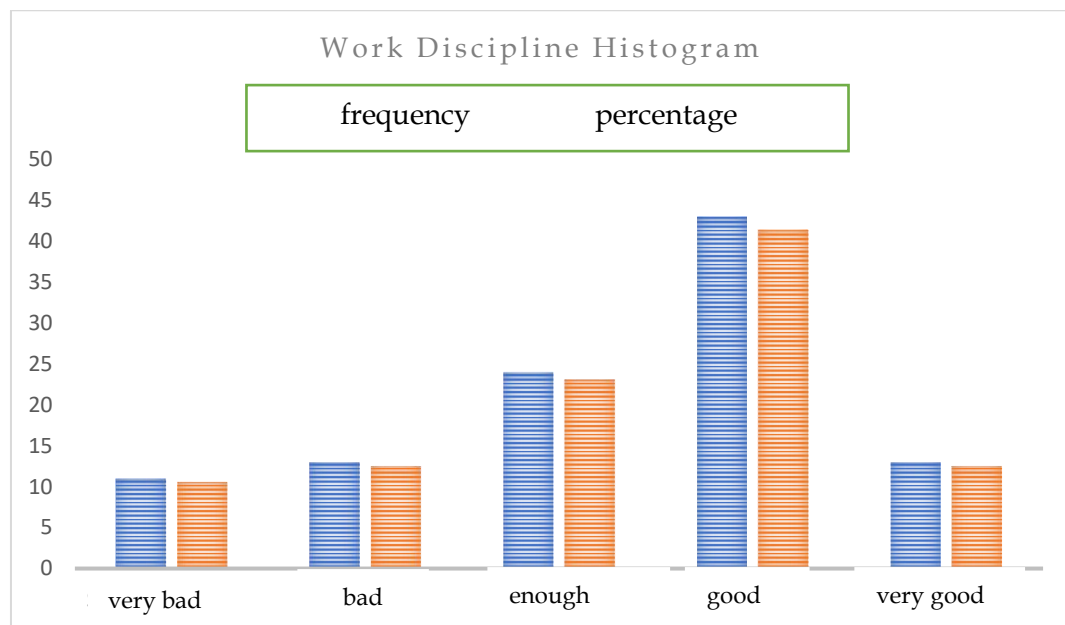


Figure 2. Work discipline variable histogram

It can be seen that the highest result is the score range 134-142 or 41.34% indicating that the respondent's perception of work discipline is good. While the lowest is the range 107-115 or 10.57% indicating that the respondent's perception of work discipline is very bad. The factor analysis on the variable of work discipline obtained from the respondents' questionnaire is shown in the following table.

Table 6. Table analysis of work motivation variables

	Initial	Extraction
X2.1	1,000	,634
X2.2	1,000	,727
X2.3	1,000	,600
X2.4	1,000	,319
X2.5	1,000	,532
X2.6	1,000	,673
X2.7	1,000	,687
X2.8	1,000	,625

The highest analysis value for the individual recognition indicator (X2.2) is 0.727 and the lowest for the leader loyalty indicator (X2.4) is 0.319 while for other indicators: advancement opportunities (X2.1) amounting to 0.634; job security (X2.3) of 0.600 job security (X2.5) of 0.532 achievement (X2.6) of 0.673 of promotion (X2.7) of 0.687 salary / wages (X2.8) of 0.625.

c. Teacher Performance

Data on respondents' perceptions about teacher performance are in the following table.

Table 7. Teacher performance variable description statistics

Statistics	
Teacher performance	
N	Valid 104
Missing	0
Mean	53,76
Std. Error of Mean	,368
Median	51,00
Mode	48
Std. Deviation	4,602
Variance	21,179
Range	19
Minimum	41
Maximum	60
Sum	7918

The highest score is 60, the lowest score is 41, mean 53.76, median 51.00, mode 48.00, and standard deviation is 4.602. Categories to find out respondents' perceptions of teacher performance, namely: very bad, bad, enough, good, and very good, can be seen in the table below:

Table 8. Teacher performance categories (Y)

Score	Category	Frequency	Percentage
41 – 44	very bad	10	9,61
45 – 48	Bad	12	21,15
49 – 52	enough	16	15,38
53 – 56	Good	42	40,38
57 – 60	very good	24	13,46
	Total	104	100

It can be seen that the respondents' perceptions of teacher performance each have a very bad category of 10 with a percentage of 9.01%, the bad category has a frequency of 22 with a percentage of 21.15%, the category is enough having a frequency of 16 with a percentage of 15.38%, the good category has a frequency of 42 with a percentage of 40.38, and the very good category has a frequency of 14 with a percentage of 13.46. Thus, it can be concluded that the teacher's performance is in a good category. Teacher performance categories can be presented in the form of a histogram below.

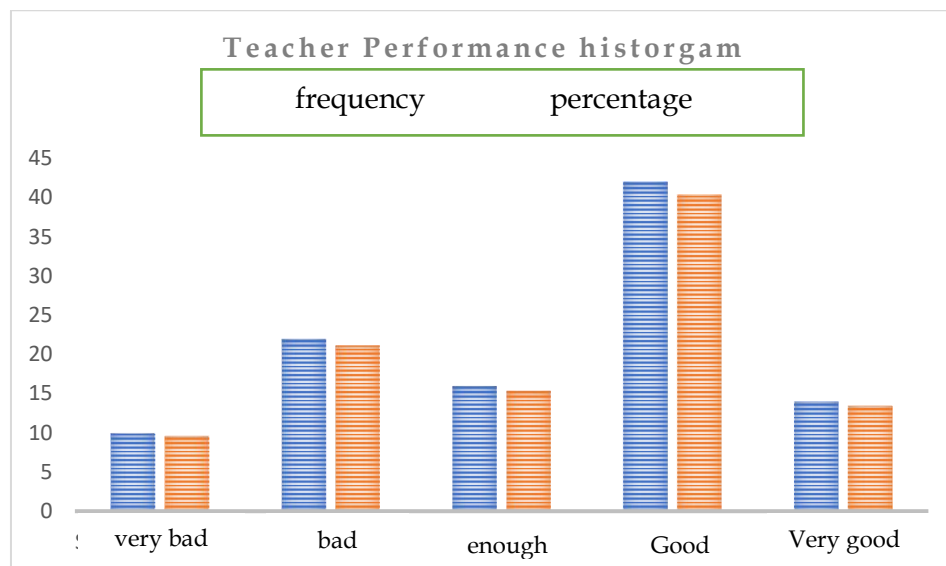


Figure 3. Histogram of teacher performance variables

The teacher performance histogram above shows that the highest result is a score range of 53-56 or 40.38% indicating that the respondent's perception of teacher performance is good. The lowest score is the range 41-44 or 9.61% indicating that the respondent's perception of teacher performance is very bad. Dimensional factor analysis data on teacher performance variables obtained from the respondent's questionnaire is shown in the following table.

Table 9. Table analysis of teacher performance variable factors

Communalities		
	Initial	Extraction
Y1	1,000	,739
Y2	1,000	,675
Y3	1,000	,710

The value of factor analysis for the learning planning dimension (Y_1) is 0.739; the dimensions of the learning process (Y_2) of 0.675; and the dimensions of the assessment (Y_3) of 0.710.

d. Hypotesis Testing

1) Regression Analysis

a) Simple Linear Regression Analysis

Simple linear regression analysis to determine the effect of work motivation variables (X_1) on teacher performance variables (Y). The results of the simple linear regression analysis for the variable (X_1) on the variable (Y) using the SPSS program are as follows.

Table 10. Variable correlation test results (X_1) and (Y)

Correlations		X_1	Y
X1	Pearson Correlation	1	,532**
	Sig. (2-tailed)		,000
	N	104	104
Y	Pearson Correlation	,532**	1
	Sig. (2-tailed)	,000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient value between work motivation and teacher performance is 0.532, it can be concluded that work motivation and teacher performance have a strong relationship which is indicated by the correlation value close to +1. The significance value of $0.000 < 0.05$, it can be concluded that there is a significant relationship between the two variables. A positive sign indicates that the correlation between work motivation and teacher performance is a "directly proportional" relationship, meaning that the greater the value of work motivation, the higher the value of teacher performance. So it can be concluded that the relationship between work motivation and teacher performance is very strong, significant, and unidirectional. Furthermore, hypothesis 1 is tested by looking at the following table.

Table 11. ANOVA table regression test X_1 to Y

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	1793.6	1	1793.6	185.486	.000 ^a
Regression	05		05		
Residual	1489.1	15	9.670		
	39	4			
Total	3282.7	15			
	44	5			

a. Predictors: (Constant), Work Motivation

b. Dependent Variable: Teacher Performance

Table 11 above shows that $F_{\text{count}} = 185.486 > F_{\text{table}} = 3.06$ with a probability level of significance $0.000 < 0.05$ or $\text{sig} = 0.000 = 0\% < 5\%$ means reject H_0 and accept H_a , thus the regression model used for this study is significant, meaning that the work motivation variable (X_1) has a significant effect on the teacher performance variable (Y). The next process is to determine the magnitude of the influence of the work motivation variable (X_1) on the teacher performance variable (Y), namely the coefficient of determination (R^2) by looking at the R Square value in the output model summary table below:

Table 12. Table summary of regression test X_1 to Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.543	3.110

a. Predictors: (Constant), Work Motivation

It explains the magnitude of the correlation value (r) which is equal to 0.739 and the determination coefficient (R^2) is 0.546 which implies that the influence of the work motivation variable (X_1) on the dependent variable teacher performance (Y) is 54.3%, while the remaining 45.7% is influenced by other variables. Furthermore, the t test is carried out according to the following table.

Table 13. Coefficients regresi X_1 to Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-8.745	4.376		-1.998	.047
Motivasi_Kerja	.458	.034	.739	13.619	.000

a. Dependent Variable: Performance Teacher

It can be seen that the coefficient of constant (a) is -8.745 and work motivation (b_1) is 0.458 so that the regression equation can be written: $\hat{Y} = -8,745 + 0.458 X_1$. The coefficient b_1 is called the efficiency of the regression direction, which states the average change in the Y variable for every change in the X_1 variable is one unit. This change is an increase if b_1 is positive and a decrease if b_1 is negative.

Simple linear regression analysis to determine the effect of work discipline variables (X_2) on teacher performance variables (Y). The results of the simple linear regression analysis for the variable (X_2) on the variable (Y) using the SPSS program are as follows.

Table 14. Result of correlation test of variable X_2 to Y

		X2	Y
2	Pearson Correlation	1	,654**
	Sig. (2-tailed)		,000
	N	104	104
	Pearson Correlation	,654**	1
	Sig. (2-tailed)	,000	
	N	104	104

****.** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient value between work discipline and teacher performance is 0.654, it can be concluded that between work discipline and teacher performance has a strong relationship which is indicated by the correlation value close to +1. The significance value of $0.000 < 0.05$, it can be concluded that there is a significant relationship between the two variables. A positive sign indicates that the correlation between work discipline and teacher performance is a "directly proportional" relationship, meaning that the greater the value of work discipline, the higher the value of teacher performance. So it can be concluded that the relationship between work discipline and teacher performance is very strong, significant, and unidirectional. Furthermore, hypothesis 2 is tested by looking at the following table.

Table 15. ANOVA table regression test X_2 to Y

ANOVA ^b					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2402.041	1	2402.041	420.022	.000 ^a
Residual	880.702	154	5.719		
Total	3282.744	155			

a. Predictors: (constant), work discipline

b. Dependent Variable: teacher performance

It can be seen that $F_{\text{count}} = 420.022 > F_{\text{table}} = 3.06$ with a significance level of probability $0.000 < 0.05$ or $\text{sig} = 0.000 = 0\% < 5\%$ means reject H_0 and accept H_a , thus the regression model used for this study is significant This means that the work discipline variable (X_2) has a positive and significant effect on the teacher performance variable (Y).

The next process is to determine the magnitude of the effect of the work discipline variable (X_2) on the teacher performance variable (Y), namely the coefficient of determination (R^2) by looking at the R Square value in the summary model output table below.

Table 16. Table summary of X_2 to Y regression test

model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 ^a	.855	.732	.730	2.391

a. Predictors: (Constant), Motivation to teach

It explains the magnitude of the correlation value (r) which is equal to 0.855 and obtained a determination coefficient (R^2) of 0.732 which implies that the influence of the work discipline variable (X_2) on the dependent variable teacher performance (Y) is 73.2%,

while the remaining 26.8% is influenced by other variables. Furthermore, the t test is carried out according to the following table.

Table 17. Coefficients regression X_2 against Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.105	2.586	.855	.814	.417
Teacher_Performance	.408	.020		20.494	.000

a. Dependent Variable: Teacher Performance

It can be seen that the coefficient of Constant (a) is 2.105 and the coefficient of work discipline (b_2) is 0.408 so that the regression equation can be written: $\hat{Y} = -2.105 + 0.408 X_2$. every change in the X_2 variable is one unit. This change is an increase if b_1 is positive and a decrease if b_1 is negative.

b) Multiple Linear Regression Analysis

Multiple linear regression analysis to determine the effect of work motivation (X_1) and work discipline (X_2) variables simultaneously on teacher performance variables (Y) The results of multiple linear regression analysis of work motivation variables (X_1) and work discipline variables (X_2) simultaneously on teacher performance variable (Y) using the SPSS program as follows:

Table 18. Coefficients regression X_1 and X_2 simultaneously against Y

Correlations

	teacher_performance	work_motivation	work_discipline
Pearson	1.000	.536	.654
Teacher Performance			
Correlation	.536	1.000	.567
Work Motivation			
Work Dicipline	.654	.567	1.000
Sig.(1-tailed)	.	.000	.000
Teacher Performance			
Work Motivation	.000	.	.000
Work Dicipline	.000	.000	.
N	104	104	104
Teacher Performance			

Work Motivation	104	104	104
Work Dicipline	104	104	104

It is known that the correlation value between teacher performance and work motivation (b_1) = 0.536. Because the coefficient is close to 1, it can be concluded that work motivation and teacher performance have a strong relationship. While the correlation between teacher performance and work discipline (b_2) = 0.654. Because the coefficient is close to 1, it can be concluded that between work discipline and teacher performance has a strong relationship, the positive coefficient number indicates a positive relationship, that is, if work motivation increases, teacher performance also increases, and if teacher work discipline increases, teacher performance also increases. Furthermore, for testing hypothesis 3 with the table below.

Table 19. ANOVA table of X_1 and X_2 regression test simultaneously against Y

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2407.220	2	1203.610	210.334	.000 ^a
	Residual	875.523	153	5.722		
	Total	3282.744	155			

a. Predictors: (constant), work motivation, work dicipline

b. Dependent Variable: teacher performance

It can be seen that $F_{\text{count}} = 210.334 > F_{\text{table}} = 3.06$ with a significance level of probability $0.000 < 0.05$ or $\text{sig} = 0.000 = 0\% < 5\%$ means reject H_0 and accept H_a , thus the regression model used for this study is significant This means that the work motivation variable (X_1) and the work discipline variable (X_2) simultaneously have a positive and significant effect on the teacher performance variable (Y). The process to determine the magnitude of the influence of the work motivation variable (X_1) and the teaching motivation variable (X_2) on the teacher performance variable (Y), namely the coefficient of determination (R^2) by looking at the R Square value in the output model summary table below.

Table 20. Simultaneous regression test for X_1 and X_2 against Y

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.856 ^a	.733	.730	2.392	1.710

a. Predictors: (Constant), Work Motivation, Work Dicipline

b. Dependent Variable: Performance Teacher

It is known that the correlation value (r) = 0.856 and the coefficient of determination (Adjusted R Square) = 0.733, which means that the influence of work motivation (X_1) and work discipline (X_2) variables on teacher performance variables (Y) is 73.0. % and the remaining 27% is influenced by other variables. Furthermore, the t test is carried out according to the following table.

Table 21. Regression coefficients X_1 and X_2 against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	IF
1 (Constant)	1.196	3.395		1.236	.218		
Iklim_Organisasi	.145	.048	.373	3.951	.000	.296	.374
Motivasi_Mengajar	.379	.037	.794	10.355	.000	.296	.374

a. Dependent Variable: Teacher Performance

The value of work motivation and discipline of 0.951 at 10.355. The significance of the work motivation variable is 0.343 and work discipline is 0.000. The value of t table with $n = 150$ ($dk = n-2$) is 1.960. Using the t value table and the significance limit of 0.05, it is known that the t count of the two variables is greater than the t table and the significance of the two variables is <0.05 . So it can be concluded that work motivation and work discipline together have a significant effect on teacher performance.

Next, determine the regression equation between the work motivation variable (X_1) and the work discipline variable (X_2) on the teacher performance variable (Y). Based on table above, it is known that the constant value (a) is 1.196 and the regression coefficient of work motivation (b_1) is 0.145 and work discipline (b_2) is 0.379. So the regression equation can be written: $Y = 1.196 + 0.145 X_1 + 0.379 X_2$.

Based on the above equation, it is known that the constant value is 1.196, so if the variable work motivation (X_1) and work discipline (X_2) are together the value is 0, then the teacher's performance is 1.196. The regression coefficient of work motivation is positive, namely 0.145, meaning that each increase or decrease in work motivation in every one unit, will increase or decrease the teacher's performance by 0.145 units, assuming the variable value of work discipline is fixed. While the coefficient of work discipline is 0.379, meaning that each increase or decrease in work discipline every one unit, will increase or decrease the teacher's performance by 0.379 units, assuming that the value of the work motivation variable is fixed. The positive value contained in the independent variable regression coefficient (work motivation and work discipline) illustrates that the direction of the influence on the dependent variable (teacher performance) is unidirectional.

Thus the research findings on the effect of work motivation and work discipline on the performance of elementary school teachers in Gugus IV Diponegoro, Lengkiti District are briefly as follows.

- Work motivation has a positive and significant effect on teacher performance by 54.3%.
- Work discipline has a positive and significant effect on teacher performance by 73.2%.

Work motivation and work discipline together have a positive and significant effect on teacher performance by 73.0%.

Discussion

Based on respondents' perceptions, namely elementary school teachers in Gugus IV Diponegoro, Lengkiti District, about teacher performance, obtained a score range of 41-60, with a total score of 7918 and the average score obtained by respondents is 53.76 which in this case is categorized as good.

The results of factor analysis for teacher performance variables obtained the highest average score is the dimension of "learning planning" of 739. This shows that teacher performance seen from the dimensions of learning planning is good because the teacher can prepare a lesson preparation plan well, the teacher can make Prota and promissory notes, the teacher has made a good syllabus. While the lowest average score is the dimension of the "learning process" of 675. This shows that the teacher's performance in the learning process is still not optimal, namely by the learning objectives, motivating students, teaching with appropriate methods and strategies and implementing learning procedures. as planned. Fairly good teacher performance will result in student learning achievement that is quite good. Furthermore, a fairly good teacher performance can be seen from the results obtained from the student achievement appraisal.

In addition to learning planning, the learning implementation process, and learning evaluation, teacher performance is assessed in implementing the learning process. A learning process is a form of implementing learning that is given by the teacher to students.

Several variables are thought to affect teacher performance, including work motivation and work discipline. From the research results related to this, the findings are obtained, the results of which we will discuss below.

1. The Effect of Work Motivation on Teacher Performance

Based on the respondents' perceptions of work motivation, a score range of 116-150 is obtained, with a total score of 20409 and an average score of 130.79 which in this case is categorized as quite good. Seven dimensions of work motivation which include indicators: responsibility, sense of belonging, warmth, support, conflict, appreciation and commitment. The dimension/indicator that received the lowest score was "support", which is a total score of 372.

As for the dimension/indicator of "warmth", the highest score was 966. This can be a concern for the head of madrasah/school as a supervisor to create work motivation in school/madrasah towards teachers by using the right approach and approach techniques so that in implementation it can run effectively so it can help teachers to improve the quality of their performance. Furthermore, the principal is expected to have a good warmth in implementing an agenda as a follow-up to creating a school/madrasah climate so that it can achieve the right goals/targets.

Work motivation is a physical and non-physical working condition of the work environment that influences behaviour and is a motivational factor that needs the attention of every leader in the organization. This is by the research of Hasanah et al (2010) entitled "the effect of teacher leadership education and work climate on the performance of elementary school teachers in Babakancikao District, Purwakarta Regency". In journal of educational research journal Vol.11 no. 2, October 2010. From the analysis, it was found that the influence of teacher leadership training (X_1) on teacher performance (Y), r^2 contributed 11.4%. Work climate (X_2) on teacher performance (Y) was obtained 47.2%. How much influence is the training of teacher leadership and work climate on teacher

performance $R^2 = 0.573$. This means that it contributed to 57.3%. In other words, the increasing number of teacher leadership training sessions and the improving teacher working climate resulted in increased teacher performance.

The implication of the results of this study requires that principals who have carried out supervisory activities properly so far need to be maintained and even need to improve/develop possible efforts to further improve the quality of teacher performance. Based on the findings of this study, through a regression test, it is known that the effect of work motivation on teacher performance is 54.3%. This proves that the effect of work motivation on teacher performance, especially elementary schools in Gugus IV Diponegoro, Lengkiti District, is quite good. Thus it can be explained that work motivation can influence, encourage, guide, direct and mobilize all teachers to carry out their duties in managing effective learning.

Based on respondents' perceptions, relevant previous research and the findings of this study through regression tests, it can be stated that work motivation has a positive and significant effect on the performance of elementary school teachers in Gugus IV Diponegoro, Lengkiti District, can be justified.

2. The Influence of Work Motivation on Teacher Performance

Based on respondents' perceptions about the effect of work discipline on teacher performance, the score ranges from 107 to 151, with a total score of 20191.00 and an average score of 134.43 are in a good category. Of the eight dimensions of work motivation variable indicators which include: (a) advancement, (b) individual recognition, (c) job security, (d) leadership loyalty, (e) job security, (f) achievement, (g) promotion, (h) salary / wages. Respondents gave the highest score for the dimension of "individual recognition" and the lowest score on the dimension of "leadership loyalty". Thus, it should be the main thing for all teachers to improve the ability of teachers to use learning media tools to improve the quality of learning.

According to Siagian concludes that: motivation as the whole process of giving work motives to innate people in such a way that they want to work sincerely to achieve organizational goals effectively and efficiently, that motivation is energy to generate encouragement from within the teacher that influences, awakens, directs and maintaining behaviour related to the work environment, so motivation is the motivation from the teacher to meet the stimulation needs-oriented towards individual goals in achieving a sense of satisfaction, then implemented to others to provide good service to the community.

The main basis for the implementation of motivation by a leader is knowledge and attention to human behaviour that he leads as a determining factor for organizational success which views humans as a determining factor for success which means also serious attention to all problems of need. A leader who is successful in carrying out the function of motivation is a leader who can realize the synchronization between the personal goals of the members of the organization and the personal goals of the members of the organization with the goals of the organization itself.

The findings through regression test showed that the degree of influence of the work motivation variable on the performance of elementary school teachers in Gugus IV Diponegoro, Lengkiti District was 0.732 or 73.2%, the remaining 26.8% were influenced by other factors. This is in line with the results of Carudin (2011) 's research, entitled "the influence of principal leadership and school work climate on Teacher Performance". From the calculation results, the work motivation variable partially or simultaneously has a

significant influence on teacher performance. The effect of work motivation (X_1) and teacher performance (X_2) on teacher performance (Y) is shown by the simultaneous correlation coefficient (R) of 0.388 with a coefficient of determination of 15.1%. Simultaneously, the principal leadership and the school work climate also determine the teaching performance of teachers by 15.1% and the remaining 84.9% are influenced by other factors.

Based on the respondent's perception, relevant previous research, as well as the findings through the regression test in this study, it can be stated that work discipline has a positive and significant effect on the performance of elementary school teachers in Gugus IV Diponegoro, Lengkiti District.

3. The Effect of Work Motivation and Work Discipline Together on Teacher Performance

The degree of influence of the work motivation variable (X_1) and the work discipline variable (X_2) on teacher performance (Y) was 0.73 or 73%. This figure shows that the teacher's performance (Y) is jointly (simultaneously) influenced by the work motivation variable (X_1) and the work discipline variable (X_2) by 73.0% while the remaining 27% is influenced by other factors outside the equation model.

This is in line with the results of the research conducted by Pujiyanti & Isroah (2012) entitled, "the effect of work motivation and work discipline on teacher performance in SMA Negeri 1 Ciamis. The results of this analysis support the hypothesis that work motivation and discipline working with the same positive effect on the performance of teachers, as shown by the price of R_{count} : .938, F_{count} : 216.172 and R_2 of: 0,880 which means that the variation of increase or decrease in performance teachers are influenced by work motivation and work discipline variables of 0.880 and the remaining 12.0% are influenced by other variables not examined.

The work motivation created by the principal can be formulated as a series of efforts to provide assistance to teachers in the form of professional services provided by the principal in order to improve the quality of teaching and learning processes and outcomes in addition to the organizational climate, work motivation also has a major influence on teacher performance.

Based on the research findings and from previous research, it can be concluded that there is a positive and significant influence between work motivation and work discipline together on the performance of elementary school teachers in Gugus IV Diponegoro, Lengkiti District.

D. Conclusion

Based on the results of research through data analysis, hypothesis testing and discussion, it can be concluded that:

1. There is a significant relationship between work motivation (X_1) and teacher performance (Y). There is a relationship between work motivation (X_1) and teacher performance (Y) with an R value of 0.546 because the multiple correlation value is between 0.40-0.984. From the simple linear regression equation, a positive coefficient is obtained, meaning that there is a positive relationship between the work motivation variable (X_1) and teacher performance (Y), the higher the school work motivation, the higher the performance of elementary school teachers in Group IV Diponegoro In addition, work motivation variable as the independent variable 1

impact on teacher performance of 96.8%, as evidenced by the value of the coefficient of determination (R^2) which indicates the number 0.968 or 96.8%.

2. There is a significant relationship between work discipline (X_2) and teacher performance variables (Y). The coefficient is positive on the results of linear regression, meaning that there is a positive relationship between work motivation and teacher work discipline. So the better the work motivation, the better the work discipline of the Diponegoro cluster IV elementary school teachers. The correlation between work discipline (X_2) on teacher performance variables (Y) is 0.732. Since the multiple correlation value is between 0.02 - 0.399, it can be concluded that there is a low relationship between work discipline (X_2) and teacher performance (Y). The coefficient of determination (R^2) is equal to 0.150 or 15%. This means that the percentage contribution of the influence of the work motivation variable as independent variable 2 on teacher work discipline has an effect of 15%.
3. There is a significant relationship between work motivation (X_1) and work discipline (X_2) on the teacher performance variable (Y) SD Group IV Diponegoro. There is an adequate relationship between work motivation and work discipline on teacher performance with an R value of 0.856. From the multiple linear regression equation, the coefficient value is positive, meaning that there is a positive relationship between work motivation and work discipline with teacher performance. The percentage of the contribution of the influence of the work motivation variable (X_1) and work discipline (X_2) on the teacher performance variable (Y) was 27.5%. While the remaining 72.5% is influenced by other variables that are not included in this research model. So, work motivation and work discipline have a significant relationship with the performance of elementary school teachers in Gugus IV Diponegoro. The better the application of work motivation in carrying out their roles and duties, and always increasing attention in motivating teachers to work, will increase teacher work discipline as well. It is hoped that the increasing work discipline of the Diponegoro cluster IV elementary school teachers will also have an impact on increasing teacher work motivation, so that educational goals are achieved effectively and efficiently.

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Application of Inquiry Learning Model to Increase Motivation and Learning Outcomes of Grade IX Students at MTsN 3 West Aceh

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Abstract: This study aims to obtain a description of teacher activity, in the process of this research is motivated by the low motivation and value of student learning outcomes, this is marked by 78.95% student scores still have not reached the minimum completeness criteria. This research is aimed at the use of the inquiry method in science grade IX-A learning on electromagnetic induction material. The research method used is classroom action research. The subjects of this study were 38 students of grade IX-A semester 2 MTsN 3 West Aceh, consisting of 16 male and 22 female students. Data collection techniques with tests, observation and documentation. The results of research using the inquiry method in the learning process increase the motivation and learning outcomes of students. The initial condition was 18% or 7 students increased to 21 students or 55% and reached 100% from 85%, and the increase in student learning outcomes from the average in the initial condition was 55.79, increasing to 65.79 in cycle I and on the end of the second cycle increased to 79.21 and completeness of learning in the initial conditions as many as 8 students (21.05%). Based on the results of the research, it can be concluded that learning using the inquiry method can improve the process, motivation and learning outcomes of grade IX-A students at MTsN 3 West Aceh Semester 2 Academic Year 2020/2021 on learning science with electromagnetic induction material.

Abstrak: Penelitian ini bertujuan memperoleh gambaran aktivitas guru, dalam proses penelitian ini dilatarbelakangi oleh rendahnya motivasi dan nilai hasil belajar siswa, hal ini di tandai dengan 78,95% nilai siswa masih belum mencapai kriteria ketuntasan minimal. Penelitian ini ditujukan pada penggunaan metode inkuiri dalam pembelajaran IPA Kelas IX A pada materi induksi elektromagnetik. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa Kelas IX A semester 2 MTsN 3 Aceh Barat yang berjumlah 38 siswa terdiri dari siswa laki-laki 16 siswa dan perempuan 22 siswa. Teknik pengumpulan data dengan tes, observasi dan dokumentasi. Hasil penelitian menggunakan metode inkuiri dalam proses pembelajaran membuat motivasi dan hasil belajar siswa mengalami peningkatan. Kondisi awal sebesar 18% atau 7 siswa meningkat menjadi 21 siswa atau 55% dan mencapai angka 100% dari 85%, dan peningkatan hasil belajar siswa dari rata-rata pada kondisi awal sebesar 55,79 meningkat menjadi 65,79 pada siklus I dan pada akhir siklus II meningkat menjadi 79,21 serta ketuntasan belajar pada kondisi awal sebanyak 8 siswa (21,05%). Berdasarkan hasil penelitian di atas dapat disimpulkan bahwa pembelajaran dengan menggunakan metode inkuiri dapat meningkatkan proses, motivasi dan hasil belajar siswa Kelas IX A MTsN 3 Aceh Barat Semester 2 Tahun Pelajaran 2020/2021 pada pembelajaran IPA dengan materi induksi elektromagnetik.

A. Introduction

Education is not only the responsibility of students and educators but parents, society, government so that active participation is needed from the parties concerned. According to Ara and Imam (2012) education is a conscious and planned effort to create an atmosphere of learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the abilities they need. society, nation and state. Students get education through a learning process organized and designed by the teacher. Prawira (2012) suggest that learning is an active process that needs to be stimulated and guided towards the desired results. Based on the 2013 curriculum, natural science is one of the sciences that relates to how to find out about nature systematically, so that science is the result of human activities in the form of knowledge, ideas and concepts oriented about the natural environment, which is obtained from the experience of a series of scientific processes, including investigation, preparation and testing of ideas so that they can help students gain direct experience to develop their competences in order to be able to study and understand the natural surroundings scientifically.

The decrease in enthusiasm for learning can be caused by several factors. Apart from being caused by methodological inaccuracies, it is also rooted in the conventional paradigm which always applies conventional and teacher-centered learning methods. The fact is that there is a structural space divider that is so high between teachers and students. As mentioned by Trianto (2011), what happens most often in the field is the lack of motivation of students so that they are less participating, less involved, and students do not have initiative and are contributive both intellectually and emotionally. Students tend to be passive when participating in teaching and learning activities. Questions from students, ideas or opinions of students rarely appear. Even if there is an opinion that appears it is very rarely followed by other ideas as a response. Every teacher has a desire that what is taught to students is easy to understand. However, the fact is that students find it difficult to understand if they do not see directly the object being studied. In the eyes of natural sciences requires two kinds of competences, namely competence in understanding concepts and competence in scientific work. According to Gusniwati (2015) concept understanding is the ability to find abstract ideas in mathematics to classify objects that are usually expressed in a term and then poured into examples and not examples, so that someone can understand a concept clearly. Meanwhile, according to Yunuka (2016) conceptual understanding is the ability to behave, think and act shown by students in understanding definitions, understanding of special features, the essence and content of mathematics and the ability to choose the right procedures in solving problems. Meanwhile, scientific work competence is a process skill that includes inferring and selecting various ways or procedures that include the simplest abilities, namely observing, measuring up to the highest ability, namely the ability to experiment. So far, the enthusiasm of students in taking science lessons at school is not like following other lessons. Students think that science is a rote lesson so their motivation to be enthusiastic about this subject is often considered trivial. For students, science concepts and principles are easy to understand at home and seem boring. This has an impact on students' low interest in learning science. This problem is one of the classic problems that teachers often encounter in schools. Dislike of science lessons can also have an impact on students' attitudes towards their teachers. Not a few teachers get less sympathy from their students because of the students' failure to learn science. Poor scores on formative and summative science tests place teachers as the cause of failure in the eyes of students and

parents. Students' attitudes will be very different to arts or sports teachers, for example, subjects that are favorite for most students. The reality that occurs in the field is that the learning outcomes of students IX-A MTsN 3 West Aceh in science learning are still low. This is evidenced by the scores in the pre-cycle activities held at IX-A MTsN 3 West Aceh on electromagnetic induction material obtained by 16 out of 20 students or 80% who still scored below the minimum completeness criteria and the remaining 4 students or around 20% have reached a value above the minimum completeness criteria, which is 70.

Still not optimal student learning outcomes can be caused by several factors, one of which in science learning is still just material or an explanation from the teacher so that students are not trained to be able to look for problems and solve them on their own, students are expected only to understand concepts without experimenting to find facts and findings. of the concepts that have been taught. This situation has a negative impact which can cause the motivation and learning outcomes of students IX-A MTsN 3 West Aceh to be low. In accordance with the rationale and facts above, it can be concluded that there is still a lack of quality in science learning, so it is necessary to solve these problems. The solution to this problem is to apply inquiry modeled learning. Majid (2013) explains another name for inquiry learning, namely heuristics which comes from the Greek heurisk which means I found. Inquiry learning emphasizes critical and analytical thinking processes to seek and find their own answers to a questionable problem. According to Sanjaya (2011) inquiry learning strategy is a series of learning activities that emphasize critical and analytical thinking processes for finding and find yourself a definite answer to a question in question. This thought process can be carried out through investigations and experiments. While the guided inquiry learning model is an inquiry learning model where the teacher still plays a role in helping the learning process, so that students are not just let go. Agree with this Marera (Sujarwo, 2011) argues that inquiry learning can help students analyze learning material by creating a varied learning atmosphere so that students are motivated to learn optimally in increasing curiosity. Meanwhile, Wena (2010) explains that in general, the principle of inquiry is as follows: a) students will ask if they are faced with a problem that is confusing or unclear, b) students can realize and learn to analyze their thinking strategies, c) new thinking strategies can be taught directly and added to what they already have, and d) inquiry in groups can enrich the mind and help students learn about the temporary nature of knowledge and respect the opinions of others. The application of inquiry modeled learning is carried out by the teacher by guiding students to make use of the facilities in the school environment. This inquiry modeled learning was carried out as an effort to increase motivation and science learning outcomes of grade IX-A students at MTsN 3 West Aceh. One of the advantages of the inquiry learning model is that it can increase student motivation and learning outcomes. This is because students are given the opportunity to seek and find their own answers to problems given through observations and experiences from the students themselves (Rizema, 2013).

B. Method

The research method used was classroom action research which adapted the Kemmis & Mc. Taggart with two cycles. The subjects of this study were 38 students of Class IX A semester 2 MTsN 3 West Aceh, consisting of 16 male and 22 female students. The technique of collecting data is by using test, observation and documentation techniques. The data validation used source triangulation and method triangulation techniques. The data analysis technique was processed by descriptive analysis. The implementation in each cycle

is based on input from the previous cycle (Arikunto, 2013). The stages in this research in the form of an image diagram are as follows.

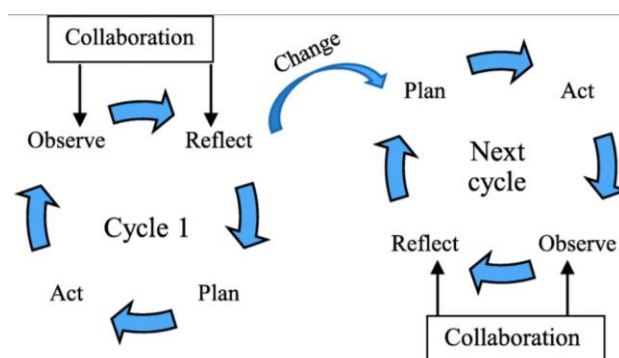


Figure 1. Implementation of action research

C. Result and Discussion

The use of the inquiry method will be very helpful in arousing student motivation, this is evident from the learning outcomes given in each cycle have increased. The recapitulation of students' formative test results from the initial conditions, cycle I to cycle II can be seen in the table below.

Table 1. Recapitulation of formative test value initial findings, cycle I and II

No	Description	Value	Students Not Completed		Students Completed	
			Frequency	%	Frequency	%
1	Initial	56,00	4	20,00	16	80,00
2	cycle I	64,00	10	50,00	10	50,00
3	cycle II	76,50	18	90,00	2	10,00

To clarify the increase in student learning completeness and the decrease in student learning completeness can be seen in the bar chart below:

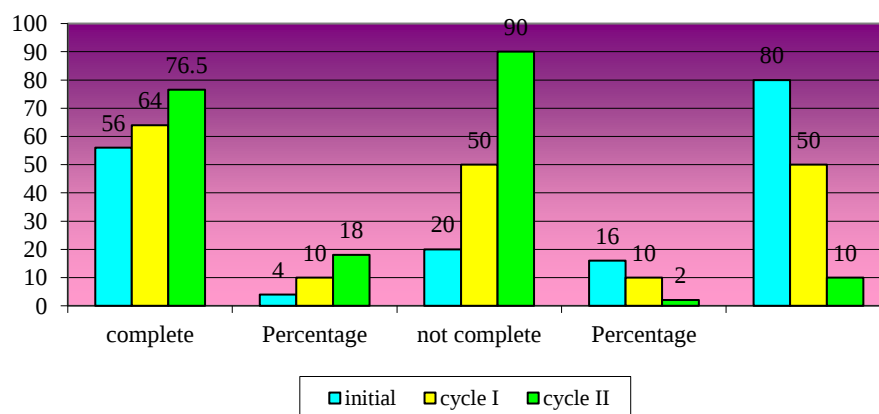


Figure 2. Graph of Increasing and Decreasing Students' Learning Completeness in Initial Study.

It can be seen that before implementing learning improvements through the application of the inquiry method in science learning electromagnetic induction material, the number of students who completed learning in the initial state was 4 students (20%), after improvements were made by the application of the inquiry method in cycle I increased to 10 students or 50% and in cycle II it increased back to 18 students or 90%. As for the explanation of the decline in students who have not completed their learning in the initial state as many as 16 students or 80%, after improvements were made by the application of the inquiry method in cycle I decreased to 10 students or 50% and in cycle II decreased to 2 students or 10%. The explanation of the increase in the average value of learning outcomes in science learning with the application of the inquiry method shows a significant increase in which the initial condition is 56.00, it increases to 64.00 in the first cycle and at the end of the second cycle it increases to 76.50. The increase in the average value of student learning outcomes in graphical form as shown below:

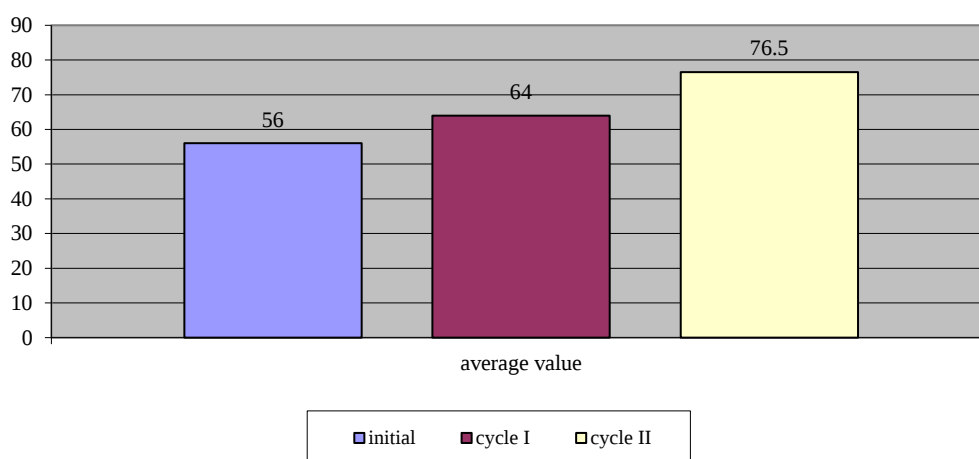


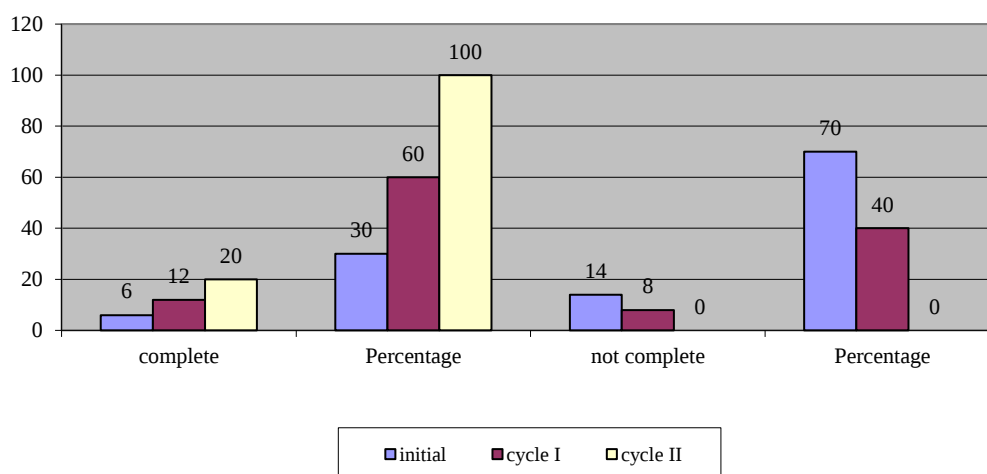
Figure 3. Graph of the average improvement of student learning outcomes in initial study

Cycle I and II The success of the learning improvement process is not only seen from the increase in learning achievement or formative test scores. Student motivation during the learning process is also an indicator of success in the learning process. Student motivation data were obtained from the observation sheets that had been filled in by the observer during the learning improvement. The focus of observation is focused on being diligent in facing tasks and resilient in facing difficulties, not requiring external encouragement to excel, wanting to explore the material or field of knowledge provided, always trying to achieve the best possible and showing interest in various problems. The results of observations on the implementation of learning improvement activities show positive results, and are proven by an increase in student motivation in each cycle. In detail, an explanation of increasing student motivation in the learning improvement process is as shown in the table below:

Table 2. Recapitulation of increasing student motivation in cycle I and II

No	Description	Students Not Completed		Students Completed	
		Frequency	%	Frequency	%
1	Initial	6	30	14	70
2	cycle I	12	60	8	40
3	cycle II	20	100	0	0

It is clear that the increase in student motivation during the learning improvement process is as described in the picture below:

**Figure 3.** Graph of student completeness based on the level of student motivation

The results of observations regarding student motivation based on the success criteria of learning improvement, it can be concluded that the learning improvement process was declared successful because the increase in student motivation from the initial condition was 30% or 6 students increased to 12 students or 60% and reached 100% of the 85% minimum limit, which has been determined on the success criteria of the learning improvement process in the second cycle. The research that has been carried out in two cycles by applying electromagnetic induction learning using the inquiry method has been able to increase motivation and science learning outcomes of grade IX-A students of MTsN 3 West Aceh in the academic year 2020/2021 from initial conditions, cycle I to cycle II. This research focuses on natural Sciences subjects in the subject of electromagnetic induction. The purpose of this research is to improve, increase learning and develop the ability of students to face problems in learning in class, especially motivation and student learning outcomes. Before the learning process in cycle I, the writer made observations of the conventional teaching and learning process. This activity begins with an explanation of the material, giving examples, giving assignments, discussion then evaluation. Based on the pre-cycle activities that have been carried out, it can be seen that there are still many students who have not completed the learning process. It is proven that there are 4 students who are declared complete in the science learning process. Thus, the other 16 students were declared incomplete or scored below the minimum completeness criteria, namely 68. From the results

of previous observations, during learning students only listened and took notes. Student learning motivation is very low as evidenced by only 6 students or 30% who are declared complete assessed from their learning motivation. This is indicated by students rarely asking questions, let alone expressing their opinions. Their understanding of the material presented is very low because they do not experience themselves in finding and finding an answer to the problem at hand. As a result, students have difficulty when faced with a problem solving. From these results, it is necessary to take action so that student learning motivation increases. From the results of research in cycle I and cycle II, it shows that the method of learning with the inquiry method has a positive impact in increasing student motivation and learning outcomes. This can be seen from the increasing level of completeness and student learning outcomes in each cycle, only 4 (20%) were complete but there was an increase in learning completeness in cycle I by 90% This was due to fun learning using the Inquiry learning model where students as learning subjects in groups were given the opportunity to solve their own problems with supporting media so that the teaching and learning process becomes more effective. The second cycle experienced completeness with a percentage of 90%, this means that the value of 18 grade IX-A students experienced completeness and was in accordance with the minimum completeness criteria. This is also supported by an increase in student learning motivation where in the initial conditions it was 30% or 6 students increased to 12 students or 60% and reached 100% of the 85% minimum limit that had been determined in the success criteria for the learning improvement process in the second cycle. In accordance with the results of the researchers' reflection trying to make improvements, this time the students in the class were already familiar with learning using the inquiry method and were enthusiastically exploring their own understanding, besides that the researchers also presented material that was simpler and in accordance with the level of student understanding. Based on the results of the implementation of learning improvement data as described above in the form of data from the formative test results cycle I, cycle II formative tests and observation data from cycles I and II, it can be concluded that the application of the inquiry method can improve student learning outcomes in science learning in grade IX-A MTsN 3 West Aceh Academic Year 2020/2021.

D. Conclusion

Based on the results of data analysis, the results of research conducted in two cycles showed that: 1). The application of the inquiry learning model can improve the science learning process on electromagnetic induction material. This is evidenced by students increasingly asking questions and expressing their opinions. The understanding of the material presented also increases because they experience themselves in finding and finding an answer to the problem faced so that students do not experience difficulties when faced with a problem solving, 2). The application of the inquiry learning model can improve the learning outcomes and completeness of science learning students on electromagnetic induction material. This is evidenced by an increase in student learning motivation from the initial conditions of 30% or 6 students increasing to 12 students or 60% and reaching 100% of the 85% minimum limit that has been determined in the success criteria of the learning improvement process in the second cycle, and 3). The application of the inquiry learning model is able to improve the learning outcomes and mastery of science learning students on electromagnetic induction material. This is evidenced by the increase in student learning

outcomes from an average in the initial conditions of 56.00 increased to 64.00 in the first cycle and at the end of the second cycle increased to 76.50 and learning completeness in the initial conditions was 4 students (20%) After the improvement was carried out by the application of the inquiry method in the first cycle it increased to 10 students or 50% and in the second cycle it increased again to 18 students or 90%.

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The Improvement of Civic Virtue through Civic Education in Higher Education in Forming Young Generation Communication Patterns

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Abstract: This study purposed to describe the communication pattern of students at the University of Ahmad Dahlan Yogyakarta and described Civic Virtue implementation through civic education in higher education in terms of forming young generation communication patterns. This study employed a qualitative descriptive method. The subject of the study was five lecturers of civic education. Data were collected through interviews, observation, documentation, and focus group discussion (FGD). The data were analyzed by using Miles and Huberman's principles as data reduction, data display, and stating the conclusion. The result of the research showed that the students' pattern of communication at higher education was influenced by some factors were environment and knowledge factor. The fostering of Civic Virtue through civic education in higher education in forming young generation communication pattern has existed in the process of Civic Virtue fostering that involves democratic values, self-control, and prioritizing plurality interest. The Civic Virtue in the category civic disposition involves responsibility, self-discipline, human rights respect, willingness to hear, negotiating, and compromising. Besides, the Civic Virtue in the category of civic commitment involves a commitment to the implementation of democratic citizenship rights, responsibility for democratic citizenship, constitutionalism, and tendency to participate politically.

Abstrak: Tujuan penelitian adalah mendeskripsikan pola komunikasi pada mahasiswa dan pembinaan Civic Virtue melalui pendidikan kewarganegaraan di Perguruan Tinggi dalam membentuk pola komunikasi generasi muda. Penelitian ini menggunakan kualitatif deskriptif. Subjek penelitian adalah dosen pengampu MKI PKn yang berjumlah 5 orang. Pengambilan data melalui wawancara, observasi, dokumentasi, dan focus group discussion (FGD). Analisis data menggunakan model Miles dan Huberman berupa reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pola komunikasi pada mahasiswa di Perguruan Tinggi di pengaruhi oleh beberapa faktor, yaitu lingkungan, dan pengetahuan. Pembinaan Civic Virtue melalui pendidikan Kewarganegaraan di Perguruan Tinggi dalam membentuk pola komunikasi generasi muda terdapat beberapa skema yaitu pada proses pelaksanaan pembelajaran pembinaan Civic Virtue meliputi nilai-nilai demokratis, Pengendalian diri, mengutamakan kepentingan bersama, Civic Virtue pada indikator civic disposition meliputi tanggung jawab, disiplin diri, penghormatan terhadap HAM, kemauan mendengarkan, bernegosiasi, dan berkompromi, Civic Virtue pada indikator civic commitment meliputi komitmen terhadap pelaksanaan hak kewarganegaraan demokrasi, terhadap tanggung jawab kewarganegaraan demokrasi dan terhadap konstitusionalisme dan kecenderungan untuk berpartisipasi secara politik.

A. Introduction

Communication is an activity that cannot be avoided. It is an integral part in the system and structure of human social life and society. Human communication can be seen in every aspect of daily life, like waking up in the morning until human will move back to sleep at night. Communication is essentially a process of delivering a message from the communicator to the communicant (recipient of the message) that can be done through a specific channel or delivered in person (Lunenburg, 2010).

Communication patterns that occur in an academic environment (like campus) can be divided into formal and non-formal communication. The atmosphere of formal communication can be exemplified as a lecturer that implement a learning in the classroom, while non-formal pattern is a communication that occurs outside of the classroom. The study against 6.601 chats between groups of students that were coded into one of three categories of social content interaction (social, task, or related technologies) results that student's chats on task was 55%, 30% of social, or 15% related technology (Orvis et al, 2002). Besides, the patterns of communication in an academic environment is also based on the characteristics of each faculty. There is to be a very formal pattern and informal. However, the characteristics of each lecturer is not an obstacle to the emergence of a sense among faculty and student awards.

The previous study that investigated the behavior of communication in various fields of research that the cyber vigilantism in China by focusing on how the media has been adapted for online searches of personal information on social deviation to restore the morality of public, resulted that the identification of corrupt officials and the circulation of their personal data online strengthen the study on the abuse of power and to press the authorities towards greater accountability (Cheong & Gong, 2010).

Furthermore, a research that focuses on the study of democracy realized that in implementing it in the classroom has produced that differences of opinion in a class discussion is implemented to produce a democratic supportive conditioning. The differences of opinion in the classroom is required to support the understanding of citizenship. Through the previous researches, the ability to communicate opinions through classroom can train a nuance of democracy (McMurray, 2007).

Meanwhile, the research on patterns of communication to the government via the internet raises interesting empirical and theoretical results. The study which emphasizes the role of communication in social conflicts generate social conflicts with the accompanied violence and it is best described as evidence of communication breakdowns (Hamijoyo, 2001). A research conducted in Surabaya on communication between the public and the government showed that the Public Information Group (KIM) played a role in two-side information that expanded the program and delivered complaints and suggestions from the public (Aji et al, 2018).

In facing the era of globalization that happened in 21st century, communication is essential and it demands good performance as today's social survival. Communication is part of the soft skills as mentioned in his article as "soft skills embedded into work area, visible through a good performance during the learning theory or practice, and the required soft skills such as communication (Hamidah, 2013). Hamidah conducted a research on students at Department of Culinary Arts State University of Yogyakarta. Her research was conducted to obtain a description of strength and weakness of nine soft skills of students. Based on the research, it was found that the strength of students soft skills towards communication was 49,90%, meanwhile the weakness was 50,10%. It could be concluded

that communication became a part of students' soft skills (interpersonal skill) that was sharpened and improved through learning process.

Based on previous relevant researches, there are various forms of communication in the 21st century. Besides, the previous relevant researches has not conducted a research on fostering Civic Virtue through civic education in higher education to form young generation communication in the 21st century. Therefore, this study is expected to be able to complete the gaps in the research space to generate an idea of fostering Civic Virtue through civic education in higher education. This study is intended to focus on the communication patterns in the 21st century students and how is the education of Civic Virtue through civic education in higher education takes a role in shaping the young generation communication in the 21st century.

The purpose of this study is to describe the communication patterns in students and fostering Civic Virtue through civic education in higher education in shaping the young generation communication in the 21st century. The practical benefits of this study is to contribute ideas for the university to improve the efficiency of civic education in higher education to form young generation communication pattern. This study can be useful for further research that will examine the same theme.

B. Method

This study employed qualitative descriptive method which concentrate on descriptive data to produce a descriptive result (Moleong, 2002). The qualitative research was intended that the researchers could easily interpret about fostering Civic Virtue through civic education in higher education in forming young generation communication in the 21st century. This study was conducted in University of Ahmad Dahlan (UAD) Yogyakarta and College of Teacher Training and Education (STKIP) Pasundan Cimahi, West Java. The details of the object of study is as follows:

Table 1. Details of study's object

STKIP Pasundan, Cimahi		Class/Semester
1	English Education	3
2	Sport Education, Physics, and Rehabilitation	3
Universitas Ahmad Dahlan (UAD) Yogyakarta		Class/Semester
1	Pharmacy	International/3
2	Mathematics	A/3
3	Mathematics	B/3

The subjects of the study (researchers) were five lecturers of Civic Education. The data were collected by interview, observation, Focus Group Discussion (FGD) and documentation.

Table 2. Indicator of Civic Virtue

Civic Virtue	Key Words
Civic Disposition	a) Responsibility b) Self-discipline c) Human Rights respect d) Willing to hear, negotiate, and compromise.
Civic Commitment	a) Commitment on the implementation of civic democratic rights. b) Commitment on civic democratic responsibility. c) Commitment on Constitutionalism and tendency to participate politically.

The interview was conducted by involving several forms of question:

- How do you show the attitude of responsibility and self-discipline?
- How is your attitude when listening, negotiation, and compromise when doing the same work?
- What is your opinion on the implementation of democracy in Indonesia?
- What do you think about the constitution in Indonesia?
- How is your attitude toward opinions and freedom of speech in public?

The observations carried out by observing behavior and activities of Civic Virtue coaching through civic education in higher education in forming young generation communication in the 21st century. The researchers made a list and record about activities within the study site. Focus Group Discussion was done by specifying topics related to teaching Civic Virtue through civic education in higher education to form young generation communication in the 21st century. Each team of Focus Group Discussion (FGD) two people in each. Documentation was intended to collect documents related to fostering Civic Virtue through civic education in higher education to form young generation communication in the 21st century. Finally, to analyze the data, this study employed Miles and Huberman's perspective that involved data reduction, data display, and concluding statement.

C. Result and Discussion

Students' Communication Patterns

In an effort to recognize the communication patterns to the students, the researchers firstly used data documents obtained through journals, research results, books and other relevant resources to complete the research findings and collaborate in the discussion. At the initial stage, the efforts of researchers in capturing the communication patterns of students is to ensure that this study is relevant to the theory of generation that emerges at present time. This is done, because the position of the students at this time is part of the Z generation, and they have been familiar with technology (Adam, 2017). In communication, the communication patterns by emphasizing openness is one of the communication pattern of generation Z (Husna, 2018).

Defining communication, the experts are trying to define communication from various perspectives. Jenis & Kelly in Vardiansyah (2008) state that communication is the process to convey a message in the form of words to change the behavior of others.

Meanwhile, Berelson & Stainer in Vardiansyah (2008) also state that communication is the process of delivering information through symbols. Thus, there are some materials in the communication element, such as communicator, message, medium, and receiver.

In terms of communication patterns, there are three terms. First, one-side communication (the recipient of the message (communicant) only acts as a recipient of the message). Second, two-side communication (the exchange of functions between the receiver of the message and the recipient). Third, multi directional communication (Effendy, 1989).

Based on observation and interview against 3rd semester students at Department of Pharmacy (International class) University of Ahmad Dahlan Yogyakarta, there is a unique pattern of student communication. The tendency of a generation that is closed to the technology cannot be separated from their uniqueness. The feedback or circular of communication pattern can be seen at Instagram account ownership of class that is managed collectively (Cangara, 2006). The intention of Instagram account establishment is a "vent" media of what they have experienced in the classroom in order to get any feedback from the classmates. Therefore, an interpersonal communication as a systematic repetitive series, presents in this situation (Budyatna & Ganiem, 2001).

The study on the communication pattern of students at USB YPKP on WhatsApp has resulted that the language used by the members of WhatsApp group is variety, such as Indonesian and regional languages like Sundanese, Javanese, Sumatran, Betawi, and Papua. In addition, the topics of conversation also varies. Although the dominant topic is academic topic, the students avoid to discuss and talk about political topic, because it is a sensitive case (Sidik & Sanusi, 2018). In addition to using Instagram account, 3rd semester students at international class of Pharmacy also utilize Whatsapp group as communication tool that allows them to coordinate. Hence, communication by using various platforms is more instantaneous. Students recognize that their lives cannot be separated from digitalization, so they have adjusted to such this change.

The findings of further research is the use of the structure of the language used by students in conveying their message to communicate. Based on the results of interview against students of Mathematics (MIPA) class A and B can be found that the use of language that is straightforward and courteous in using Whatsapp group still exists. Meanwhile, in terms of communicating with their lecturer, students admit that they need to speak proportional language in accordance with the ethics of communication in academic environment.

The results of research on youth consumption practices in the use of technology has resulted that the fundamental motivation underlying the use of communication media is connectedness. The selection of communication technology depends on the structural nature of technology in improving social relationships (Behairy, Mukherjee, Ertimur, Venkatesh, & Ertimu, 2006). Based on the interview, Focus Group Discussion (FGD) and documentation, has resulted that the students' communication patterns are affected by several things, include environment and knowledge.

Environment affects student communication patterns. The environment can be classified as culture and atmosphere of communication. Culture affects communication patterns can generally be identified by the use of intonation in communication. Based on the observation at University of Ahmad Dahlan Yogyakarta and STKIP Pasundan Cimahi, there are different uses of intonation in a communication between one student to other students. Nevertheless, there raised an awareness on students to be able to adjust according to their surrounding circumstances. A result of research on the effect of ethnic group membership

and family communication environment for knowledge, dispositions, and political efficacy of adolescents to the United States has produced that teens use actual experience and representation by minority and majority culture in their socialization into politics (Austin & Nelson, 1993). It is hypothesized that cultural individualism-collectivism, self-construction, and the values will have a separate effect on the use of individual communication styles in the context of low and high communication (Gudykunst et al., 1996).

Student communication patterns that is influenced by knowledge. It means that it is about the use of diction in absorption of the communication message. The result of research on the factors that influence the effectiveness of interpersonal communication of head of the Human Resources Agency at Bengkulu province results that interpersonal communication patterns are characterized by openness in various activities, support against employee, have a positive attitude towards employees and equality in the execution of tasks (Indah, 2018). The interview and Focus Group Discussion (FGD) on Math students (MIPA) at class A and B has resulted that the communication among students during the discussion proves that the use of language that is easily influenced has been applied by students. On the other hand, the personal communication patterns of the lecturer through Messenger application still need a coaching, especially in certain condition (like texting message without specifying a purpose and self-introduction. Conversely, the communication patterns of lecturers towards students is balanced. Based on the interview on Civic Education lecturers at University of Ahmad Dahlan Yogyakarta and STKIP Pasundan Cimahi, the communication between lecturer and student has been applied and it has constructed a pattern of mutual respect to gain an effective conversation. It can be well performed by the use of appropriate language and supported by verbal communication like eye-contact and hand-shaking.

The result of interview and Focus Group Discussion (FGD) on 3rd semester students at English Education STKIP Pasundan Cimahi based on a question related to the collaboration and cooperation between lecturer and student, has resulted that majority of students proves Civic Virtue as their willingness to create an effective situation in the collaboration and cooperation. The 3rd semester students of English Education at STKIP Pasundan Cimahi argue that in achieving an effective cooperation, they need to discard personal interest. They also realize that the presence of a leader in a cooperation becomes important supporting factor in creating an effective cooperation. The difference in perspectives is no longer a barrier in cooperation, but it is rather a positive thing that needs to be construed by its positive side. The students argue that different perspectives are important for them. Hence, the Civic Virtue of students at the category Civic Disposition by the emphasis on willingness in listening (hearing), negotiating, and compromising have been along with students personality.

Further Civic Virtue in the category of Civic Disposition is a self-discipline. Based on the observation towards students at University of Ahmad Dahlan Yogyakarta and STKIP Pasundan Cimahi, proves that the students have their ways in developing Civic Virtue in the category Civic Disposition within self-discipline. It is implemented by conducting various activities while focusing on these purposes. The students have an integrity in performing self-discipline by means of time discipline and social life discipline as nation. Their disciplines as nation are performed in their obedience towards the existing norm in their environment. A study on the theory of self-destiny determination (SDT) proves that the strong psychology supports human interactive and multidimensional character in any socio-cultural context (Sun, Norman, & Abdourazakou, 2018). Civic Virtue in the category

of Civic Disposition by means of Self-discipline gives some ways of discipline are: time discipline and social life discipline. Civic Virtue has variety of meanings: bravery, patience, skill, and a nationality spirit (Syarif, 2019). Thus, self-discipline in the improvement of Civic Virtue on students gives a description of Civic Disposition on students.

Furthermore, based on the observation, interview, and Focus Group Discussion (FGD) on 3rd semester students at Department of Sport Education, Physics, and Recreation STKIP Pasundan Cimahi has resulted that students have a responsibility in actualizing an awareness towards some particular tasks. Responsibility is an act of completing all tasks and being ready to sacrifice (Muhammad, 2000). The existence of class group gives a description that students are able to comprehend each of task. The description of Civic Disposition on students can be identified in some details of behavior and attitude actualization. Although Civic Virtue still needs any guidance and coaching, Civic Education is expected to be helpful in releasing to form a pattern of communication.

In detail, fostering Civic Virtue through Civic Education in Higher Education are as follows:

Table 3. Civic Virtue in higher education

No	Kind of Civic Virtue	Civic Virtue Fostering
1.	The Process of Civic Education Learning	a) Democratic values b) Self-control c) Prioritizing togetherness
2.	Civic Disposition	a) Responsibility b) Self-discipline c) Human Rights respect d) Willingness to hear, negotiate, and compromise
3.	Civic Commitment	a) Commitment on the implementation of civic democratic rights. b) Commitment on civic democratic responsibility. c) Commitment on Constitutionalism and tendency to participate politically.

Development of Civic Virtue through Civic Education in Higher Education in Forming Young Generation Communication Patterns

The conception of Civic Virtue guidance through Civic Education in Higher Education in forming young generation's communication pattern in 21st century is based on Article 37 paragraph (1) and (2) of Law No. 20 of 2003 on National Education System that becomes one of underlying paradigm of Civic Education in Higher Education. Learning Civic Education means learning Indonesia (Nurwardan et al, 2016). Thus, the essence value of Indonesia still exists in the learning process of Civic Education.

In the context of global Civic Education, Murdiono (2014) mentions some fundamental values in Civic Education that can be classified as deity, humanity, unity, citizenship, social equity, respect, peace, and independence. In analyzing Civic Education, there will be found many elements that are interesting to discuss. One of which is Civic Virtue. Civic Virtue is an act of nation to prioritize public interest above personal interest (Arif, 2017). Syarifa (2019) strengthens that Civic Virtue consists of Civic Disposition and Civic Commitment. Civic Disposition is a characteristics of nation, while Civic Commitment is a commitment of nation on democratic values underlying their lives.

The fostering of Civic Virtue through Civic Education in Higher Education in forming young generation communication pattern has a meaning that Civic Education in Higher Education becomes a platform in the process of fostering Civic Virtue. The result of survey in 2008 on the role of communication in socializing democratic citizenship towards teenagers in 12-17 years old and their parents has resulted that the participation in deliberative class activities has contributed civil activism within young generation personality. Specifically, the survey has highlighted online pathway of participation that merely focuses on news and political expression through internet technology (Lee et al, 2013). Based on the result of interview, Focus Group Discussion (FGD), and documentation, the researchers obtains a result that the fostering of Civic Virtue through Civic Education in Higher Education is available in the scheme process of learning that involves planning, implementation, and evaluation.

Civic Education for Civic Virtue

1. Planning

Planning is the process of determining how objectives, activities and results need to be achieved. The planning stage of learning is the initial stage that may affect the results achieved in learning. O.Hamalik (2009) states that a planning on learning as outlined in the RPS has a great function on the purpose of learning. There are three needs in the learning plan: resources plan, organizational learning plan, and implementation responsibilities plan.

The results of interview with Civic Education lecturers at University of Ahmad Dahlan Yogyakarta has proven that in the planning stages, Civic Education lecturer have set goals, methods, and achievements in the course. Lecturer plans learning by arranging RPS program begins with learning design to achieve the learning objectives that are systematically adjusted to higher education curriculum, and it is valid. RPS preparation of ICM on Civic Education conducted jointly with the ICM team Civic Education and RPS systematically arranged in accordance with the preparation of guidelines and format RPS. For ICM RPS Civics itself, there uniformity in its use.

2. Implementation

In the implementation of Civic Education learning, a lecturer tries to apply a learning model that can make the students active. The fostering of Civic Virtue through civic education on the process of learning is to use discussion as learning strategy. Based on observation in class A and B Department of Mathematics, there are some values that can be built up through the implemented strategy. These values are commitment and encouragement to take decisions and closeness in a group. The fostering of Civic Virtue in

discussion can train students' self-control and sense of responsibility to the common interest in a group.

One of objectives in fostering Civic Virtue through Civics is to increase nationalism. Social circumstances along with potential conflict is a strong reason in teaching nationalism at school (Ben-Porath, 2007). Indonesia as a big country and has the potential for conflict, requires nationalism learning. Based on interview on 3rd semester international class at Department of Pharmacy, students admit that learning process of Civic Education can contribute a critical thinking and problem solving by prioritizing such discussion.

Based on interview and Focus Group Discussion (FGD) on Mathematic students at class A and B and international class at University of Ahmad Dahlan, has showed different results against the democratic values that form their attitudes prevalent as discussions take place. The democratic values indicated are appreciative and respectful attitude towards dissent and freedom of opinion based on the responsibility, to be fair in presenting their opinions, and not to interrupt when their friend are talking.

3. Evaluation

Assessment is an important component in education system. By the results of the assessment, the development and progress achieved by learners in education can be identified. Assessment is an important element in the learning process. The success of a teacher in educating students is not only proven by the high scores on cognitive ability, but also from the realization embodied the attitude of self-awareness on students themselves. The assessment of learning in higher education is set in the National Education Standards (NES), where the minimum criteria of learning in higher education across the jurisdiction contained in point (d) (Setiawan, 2013). The assessment standards that are further elaborated in Graduates Competency Standards is the minimum criteria of qualification the ability of graduates includes attitudes, knowledge, and skills stated in the Learning Outcomes (LO) formulation (Setiawan, 2013). Furthermore, article 19 mentions Assessment Standards of Learning is the minimum criteria of the assessment process and the learning outcomes of students in order to meet the LO graduates include: a) the principle of assessment, b) techniques and instruments, c) the mechanisms and procedures for assessment, d) the implementation of the assessment, e) reporting assessments, and f) graduation (Republik Indonesia Menristekdikti, 2015).

Based on the explanation above, the focus of assessment in this study refers to techniques and instruments that are used to assess the attitudes of students as a form of Civic Virtue, and it is implemented by using observation. The observations were carried out on the whole object of the research: students of International class A and B Department of Mathematics University of Ahmad Dahlan and students at English Education and Sport Education STKIP Pasundan.

D. Conclusion

The communication patterns of students in Higher Education is influenced by several factors, namely environment and knowledge. Fostering civic virtue through Civic Education in Higher Education in forming the communications of young generation is in the process of learning implementation of Citizenship Education that can foster civic virtue includes democratic values and self-control, focusing on common interests, civic disposition includes responsibility, self-discipline, respect for human rights, willingness to listen,

negotiate and compromise, civic commitment includes the commitment to the implementation of democratic citizenship rights.

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The Effect of Creativity and Work Motivation on the Productivity of Islamic Religious Education Teachers

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Abstract: The effect of creativity and work motivation on the productivity of Islamic Religious Education (IRE) teachers. This study aims to determine the effect of creativity and work motivation on the productivity of IRE teachers in Lengkiti district at Ogan Komering Ulu (OKU) district. As for the formulation of the problem, (1) is there an effect of creativity on the productivity of IRE elementary school teachers?, (2) is there an effect of motivation on the productivity of IRE elementary school teachers?, and (3) is there an effect of creativity and motivation on the productivity of IRE elementary school teachers?. This type of research is descriptive. The sample in this study amounted to 19 people in 19 SD Negeri in OKU District. Data collection techniques in the form of observation, questionnaires and documentation. The results of this study. Based on respondents' perceptions about the effect of creativity on teacher productivity in a moderate category, the mean was 69.43. The results of the descriptive analysis of the effect of IRE motivation on teacher productivity are in a good category, the mean is 58.68. The results of the analysis of the effect of creativity and work motivation on teacher productivity are in moderate category with a mean of 49.59.

Abstrak: Penelitian ini bertujuan untuk mengetahui Pengaruh Kreatifitas dan Motivasi Kerja Terhadap Produktifitas Guru Pendidikan Agama Islam (PAI) Se-Kecamatan Lengkiti di Kabupaten Ogan Komering Ulu (OKU). Adapun yang menjadi rumusan masalah (1) apakah ada pengaruh kreativitas terhadap produktivitas guru PAI Sekolah Dasar?, (2) apakah ada pengaruh motivasi kerja terhadap produktivitas guru PAI Sekolah Dasar?, dan (3) Apakah ada pengaruh yang signifikan kreativitas dan motivasi kerja secara bersama-sama terhadap produktivitas guru PAI Sekolah Dasar? Jenis penelitian ini adalah deskriptif. Sampel dalam penelitian ini berjumlah 19 orang yang terdapat di 19 SD Negeri Se-Kecamatan OKU. Teknik pengumpulan data berupa observasi, kuesioner dan dokumentasi. Hasil penelitian ini Berdasarkan persepsi responden tentang pengaruh kreativitas terhadap produktivitas guru dalam kategori cukup baik, diperoleh mean 69,43. Hasil analisis deskriptif pengaruh motivasi guru PAI terhadap produktivitas guru termasuk dalam kategori baik, diperoleh mean 58,68. Hasil analisis pengaruh kreativitas dan motivasi kerja terhadap produktivitas guru termasuk dalam kategori cukup baik dengan mean 49,59.

A. Introduction

Religious education is intended to increase spiritual potential and shape students to become human beings who believe and fear God Almighty and have noble character. Noble morals include ethics, manners, and morals as the manifestation of religious education. Increasing spiritual potential includes the introduction, understanding, and cultivation of religious values, as well as the practice of these values in individual or collective social life. The increase in spiritual potential is ultimately aimed at optimizing the various potentials possessed by humans whose actualization reflects their dignity as God's creatures (Depdiknas, 2006).

IRE is expected to produce human beings who always strive to perfect faith, piety, and morals, and actively build civilization and harmony in life, especially in advancing a dignified national civilization. Humans like that are expected to be resilient in facing challenges, obstacles, and changes that arise in social interactions both in the local, national, regional and global scope (Depdiknas, 2006).

By the objectives of education, Law No. 20/2003 on the National Education System Article 3 states that national education has the function of developing capabilities and shaping dignified national character and civilization to educate the nation's life. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Sutikno (2007) states that education is a very important need to develop knowledgeable, moral and dignified people. One of the characteristics of learning is a behavior change (Baharudin & Wahyuni, 2007). In the Koran, this educational purpose is alluded to in surah al Qashash verse 77.

A That and look at what God has given to you (happiness) in the Hereafter, and do not forget your share of (enjoyment) world and do good (to others) as Allah has done good to you, and seek not mischief on the (face) earth. Lo! Allah loveth not the wrong-doers.

The objectives of IRE can be achieved if IRE teachers have professional competence. Teacher competence is a set of knowledge, skills and behaviours that must be possessed, mastered, and manifested by teachers in carrying out their professional duties (Sarimaya, 2008). The teacher is one of the educational staff who has a role as a determining factor for the success of organizational goals and the quality of education, because teachers who directly touch students, to provide guidance that will ultimately produce the expected graduates. Teacher performance must always be improved considering the increasing challenges of the world of education to produce quality human resources that are able to compete in the global era. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and seriousness and use of time.

Improving the quality of islamic education can be achieved if the teacher has high productivity, considering that the teacher is someone who is prominent in the class, it is only natural that the teacher has high work discipline. Without high work discipline, the results of the education carried out will not be optimal. Mangkunegara (2016) defines the performance as the execution of one's work tasks at a particular time. Wahjosumijo (2002) defines performance as a quantitative and qualitative contribution measured by a worker in

helping achieve group goals in a work unit. Firmly in the Law of the Republic of Indonesia Number 14 of 2005, it explains that the performance of teachers in carrying out professional duties is obliged to plan to learn, carry out a quality learning process, and assess and evaluate learning outcomes.

Productive islamic education teachers will affect the quality of IRE in schools. Productive islamic education teachers are measured by four main indicators, namely professional ability, professional effort, the suitability of time devoted to professional activities, and the suitability of expertise (educational background) with the field of work. Productivity is a series of activities in trying to achieve a maximum goal.

Success in work productivity is effected by several factors including mental attitude, education, skills, management, the effect of Pancasila industrial, income levels, nutrition and health, social security, work environment and climate, production facilities, technology and opportunities for achievement (Ahya et al, 2021). Indirectly, teacher productivity will have an impact on the academic quality and morale of students. If the teacher's productivity is high, the students' learning achievement will increase. If this means that teacher productivity has a role in producing quality graduates from an academic and moral perspective so that they are able to compete in this globalization era (Putra & Ahyani, 2021).

Productive islamic education teachers are characterized by the ability to produce thinking products, act creatively and are implemented in a real way in a series of tasks and functions during the learning process to deliver and produce students who are able to win the global competition. As a consequence, coaching and guidance to teachers must be in accordance with the targets and stages of school development. The aim of coaching education personnel is not only to improve the skills concerned, but the most important thing is to increase teacher productivity (Soetopo and Soemarno, 1984)

The characteristics of the instructor to realize proper teaching behaviour are: (1) having a great interest in the subjects and subjects being taught; (2) have the skills to pay attention to personality and moods appropriately and make proper contact with groups, (3) have the patience, intimacy, and sensitivity needed to foster a spirit of learning; (4) have imaginative and practical thoughts in an effort to provide explanations to students; (5) have adequate qualifications in their respective fields; and (6) have an open, flexible, and experimental attitude in methods and techniques (Surya, 2013). Teachers need to increase their productivity, starting with a good learning design by paying attention to objectives, student worksheets, material taught, management of classroom actions and available learning resources (Surya, 2013).

In fact, there are still many learning processes that are of low quality, inefficient and less attractive, and even tend to be boring, so that the learning outcomes achieved are not optimal. The problem of low teacher productivity also occurs in IRE teachers in Lengkiti sub-district, OKU district. Based on the results of the preliminary survey conducted by the author with the supervisor's data information source, it was found that teacher productivity was still low in several schools as follows: (1) 50% of teachers had not made lesson plan appropriately, (2) 60% of teachers made props not according to teaching materials, (3) 55% of teachers have not properly made worksheets according to the teaching materials, (4) 78% of teachers have not been able to do Classroom Action Research (CAR), (5) 75% of teachers have not been able to use technology (computers), (6) 60% of teachers have not followed the training Competence, this is due to (1) Teacher education that is not in accordance with their field, (2) curriculum that often changes, (3) inadequate income levels, (4) inadequate facilities and infrastructure, (5) opportunities career, (6) environment, and (7) work climate.

The problem of low productivity of IRE teachers in Lengkiti sub-district, OKU district, is effected by many factors including creativity. Creativity is one of the human potentials that exist in individuals with varying degrees from one another. There are many problems faced by a teacher in teaching that demands accuracy, time, and the results of the work are realized in learning objectives. In this case, someone is required to have created that produces new work so that they can complete their work properly. Various opinions of experts about creativity and one of them were conveyed by Isaksen et al (2011) creativity is the process of producing unique products with the transformation of existing products. These products must be unique only to the creator and must meet the purpose and value criteria set by the creator.

The problem of the low productivity of IRE teachers in Lengkiti sub-district, OKU district, is also effected by work motivation factors. This is in accordance with the opinion of Purwanto (2017) which states that motivation contains three main components, namely: (1) To move, means to generate strength in individuals, to lead someone to act in a certain way; (2) Directing or channelling behaviour. Motivation provides a goal orientation. Individual behaviour is directed towards something; and (3) To maintain or sustain behaviour, the surrounding environment must strengthen the intensity, drive and individual strengths.

B. Method

This type of research used in this research is descriptive research, namely research that aims to describe or explain something as it is. This study wanted to determine the effect of creativity and work motivation on the productivity of primary school Islamic education teachers in Lengkiti district. The population and sample in this study were all teachers of SD Negeri 74 OKU, totalling 25 people including the principal and non-permanent teachers (GTT). The following are the teachers who teach at SD Negeri 74 OKU.

The population and sample in this study were all IRE teachers who taught at the State Elementary Schools in Lengkiti sub-district, totalling 19 people.

Table 1. Research population

No.	Name of Institution	Teacher
1	SD Negeri 74 OKU	12
2	SD Negeri 75 OKU	11
3	SD Negeri 76 OKU	14
4	SD Negeri 77 OKU	12
5	SD Negeri 78 OKU	14
6	SD Negeri 79 OKU	10
7	SD Negeri 80 OKU	12
8	SD Negeri 81 OKU	13
9	SD Negeri 82 OKU	15
10	SD Negeri 83 OKU	12
11	SD Negeri 84 OKU	13
12	SD Negeri 85 OKU	11
13	SD Negeri 86 OKU	12
14	SD Negeri 87 OKU	13
15	SD Negeri 88 OKU	14

16	SD Negeri 89 OKU	16
17	SD Negeri 90 OKU	14
18	SD Negeri 91 OKU	15
19	SD Negeri 92 OKU	16
	Total	153

C. Result and Discussion

Result

a. Variabel Description Creativity (X_1)

The variables in this study consisted of creativity (X_1), work motivation (X_2), and teacher productivity (Y). In this description, the results of the creativity variable data description (X_1) are presented as seen in the table below.

Table 2. Variable statistical description

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	38	51	90	69,43	10,130
Motivation Work	38	46	73	58,68	6,882
Teacher Productivity	38	39	64	49,59	6,092
Valid N (listwise)	38				

Based on the table above, it can be seen that the creativity variable obtained a mean of 69.43, IRE teacher work motivation of 58.68 and teacher productivity of 49.59. The minimum value of creativity is 51, work motivation is 46, and teacher productivity is 39. The maximum value of creativity variable is 90, work motivation is 73, and teacher productivity is 64. The standard deviation value of the creativity variable is 10.130, work motivation is 6.882, and teacher productivity is 6.092. In detail, it can be classified into the following categories.

Table 3. Percentage of creativity variable

No	Skor	Category	Frequency	Percentage
1	81-90	Very Good	5	13,15
2	72-80	Good	9	23,68
3	63-71	Moderate	17	44,73
4	54-62	Bad	7	18,42
	Total		38	100

The level of teacher creativity in the table above shows that 5 respondents have a very good category with a percentage of 13.15%. as many as 9 respondents have a good category with a percentage of 23.68%. As many as 17 respondents were in the moderate category with a percentage of 44.73% and as many as 7 respondents were in the bad category with a percentage of 18.42%. Thus, the level of teacher creativity falls into a sufficient

category. The other forms of the percentage level of this creativity variable can be seen in the bar chart below.

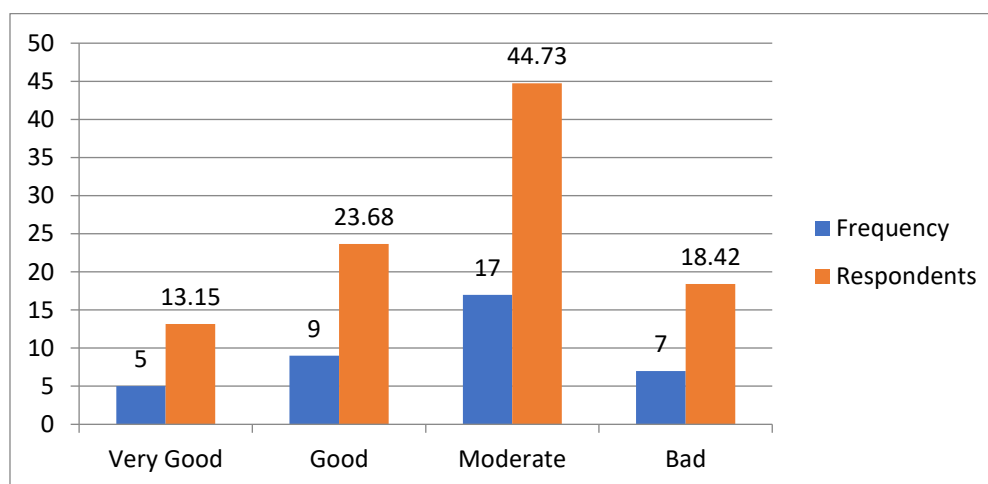


Figure 1. Creativity variable histogram

b. Data Description of Work Motivation Variables

In this description, the results of the work motivation variable data description (X_2) are presented as shown in the table below.

Table 4. Variabel statistical description

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	38	51	90	69,43	10,130
Motivation Work	38	46	73	58,68	6,882
Teacher Produktivity	38	39	64	49,59	6,092
Valid N (listwise)	38				

Based on the table above, it can be seen that the creativity variable obtained a mean of 69.43, IRE teacher work motivation of 58.68 and teacher productivity of 49.59. The maximum value of the creativity variable is 90, work motivation 73, and teacher productivity 64. In detail, it can be classified into the following categories.

Table 5. Teacher performance classification

No	Skor	Category	Frequency	Percentage
1	60-65	Very Good	3	7,89
2	53-59	Good	13	34,21
3	46-52	Moderate	15	39,47
4	39-45	Bad	7	18,42
Total			38	100

Based on the table above, it can be explained that the work motivation of IRE is in the quite good category with a percentage of 39.47% with details that 3 respondents are in the very good category with a percentage of 7.89%, 13 respondents are in the good category with a percentage of 34.21%, 15 respondents were in the moderate category with a percentage of 39.47, and 7 respondents were in the bad category with a percentage of 18.42%. The description of teacher work motivation in this study can be seen from the following histogram.

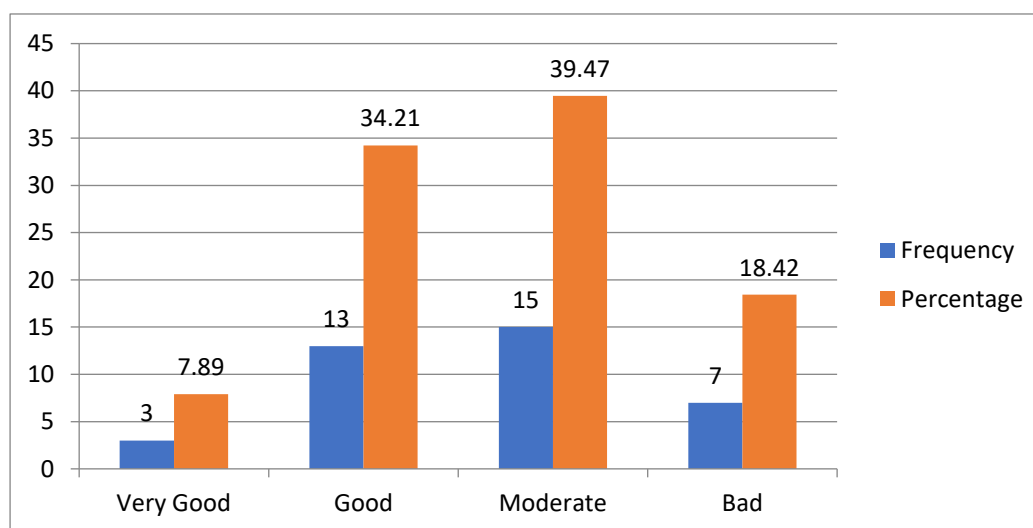


Figure 2. Histogram of work motivation variable

c. Description of Teacher Productivity Variable Data

In this description, the results of the description of teacher productivity variable data (Y) are presented as shown in the table below.

Table 6. Variable statistical description

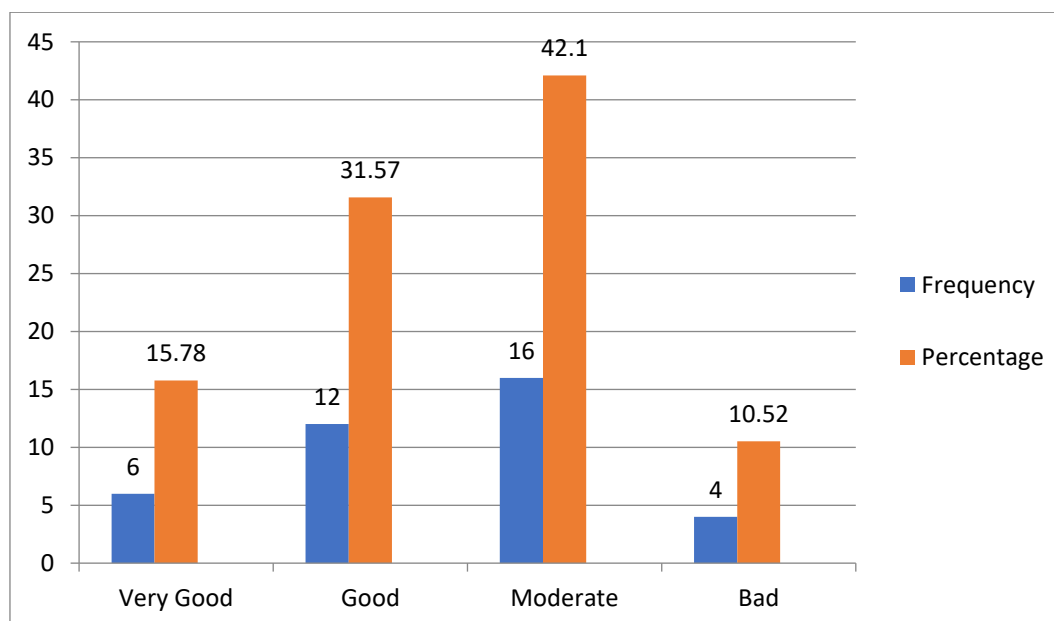
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	38	51	90	69,43	10,130
Work Motivation	38	46	73	58,68	6,882
Teacher Productivity	38	39	64	49,59	6,092
Valid N (listwise)	38				

Based on the table above, it can be seen that the creativity variable obtained a mean of 69.43, IRE teacher work motivation of 58.68 and teacher productivity of 49.59. The maximum value of the creativity variable is 90, work motivation 73, and teacher productivity 64. In detail, it can be classified into the following categories.

Table 7. Teacher productivity classification

No	Skor	Category	Frequency	Percentage
1	60-65	Very Good	6	15,78
2	53-59	Good	12	31,57
3	46-52	Moderate	16	42,10
4	39-45	Bad	4	10,52
Total			38	100

Based on the table above, it can be explained that the productivity of IRE is in the quite good category with a percentage of 39.47% with the details that 6 respondents are in the very good category with a percentage of 15.78%, 12 respondents are in the good category with a percentage of 31.57 %, 16 respondents were in moderate category with a percentage of 42.10%, and 4 respondents were in the bad category with a percentage of 10.52%. The description of teacher work motivation in this study can be seen from the following histogram.

**Figure 3.** Teacher productivity variable histogram (Y)

Discussion

1. The Effect of Creativity (X_1) on Teacher Productivity (Y)

The results of the descriptive analysis show that the creativity of IRE is in the quite good category, obtained a mean of 69.43, which is located at the 46-52 interval, and affects the t_{value} greater than the t_{table} , namely $4.209 > 1.993$ and the significance value is $0.000 < 0.05$. While the correlation index is 0.195 with a contribution of 19.5% and the remaining 80.5% is effected by other factors. Therefore teacher creativity is one of the factors that effect the increase in productivity of IRE in Lengkiti District. The higher the teacher's creativity, the

higher the teacher's productivity and vice versa, the lower the teacher's creativity level, the lower the teacher's productivity. Therefore, teachers are required to be more creative in learning so that teacher productivity can be even better.

2 The Effect of IRE Teacher Work Motivation (X_2) on Teacher Productivity (Y)

The results of the descriptive analysis show that the teacher's motivation is included in the quite good category, obtained a mean of 58.68 in the good enough category because it is in the 53-59 interval, and has an effect on the t_{value} is greater than the t_{table} which is $3,715 > 1,993$ and the significance value is $0,000 < 0.05$. While the correlation index is 0.159 with a contribution of 15.9% and the remaining 84.1% is effected by other factors. This shows that high teacher motivation will lead to increased teacher productivity. Teacher work motivation is the whole process of giving motivation or work encouragement to teachers as agents of education and teaching so that the goals of education and teaching can be achieved in accordance with what is expected. Thus, teacher work motivation is a process carried out to mobilize teachers so that their behaviour can be directed towards concrete efforts to achieve predetermined goals. The results of this study are in line with a study conducted by Rahayu (2006) who found that motivation greatly effects the performance of teachers in SMA Negeri 1 Bojonegoro. Likewise, a study conducted by Haryanto (2007) also found that motivation has a significant effect on teacher performance at SMAN 1 Kediri. It is also strengthened by the findings of research conducted by Agusman (2008) which states that motivation affects the performance of SMAN Malang.

3 Effect of Creativity (X_1) and Work Motivation (X_2) on Teacher Productivity (Y)

The results of descriptive analysis show that productivity is in the quite good category, 49.59 in the good enough category because it is in the 46-52 interval. It is proven by: (1) it is proven that Islamic Education teachers can prepare semester programs, lesson plans; (2) assessing the K13 report card with the application; (3) being able to use learning media and teaching aids such as using a computer LCD; (4) teaching with a variety of methods, jigsaw models, match to match. The results of simultaneous hypothesis testing have a significant and positive effect, this is evidenced by the calculated f_{value} of 14.287 while the f_{table} is 3.124, so $14.287 > 3.124$, and the probability value is $0.000 < 0.05$. While the correlation index is 0.284. The simultaneous contribution of the effect of creativity and teacher work motivation on teacher productivity is 28.4% and the remaining 71.6% is effected by other factors.

D. Conclusion

1. There is a positive and significant effect of creativity on teacher productivity with a value of $t_{\text{value}} 4.209 > t_{\text{table}} 1.993$ is in the good category, obtained a mean of 69.43. The effect of creativity on teacher productivity with a correlation index of 0.195 and a percentage of 19.5% of 38 respondents, which means that if creativity is done more often, teacher productivity will be better.
2. There is a significant positive effect of the teacher work motivation variable on teacher productivity with a value of $t_{\text{value}} 3,715 > t_{\text{table}} 1,993$ is included in the quite good category, obtained a mean of 58.68 in the fairly good category. There is a significant effect of

teacher work motivation on teacher productivity with a correlation index of 0.159 and in a percentage of 15.9% of 38 respondents, it means that if the teacher's work motivation is higher, the teacher's performance will be better.

3. There is a positive and significant effect on the creativity and work motivation of teachers together on teacher productivity with a value of $f_{\text{value}} 14.287 > f_{\text{table}} 3.124$ is in the fairly good category, 49.59 is in the moderate category because it is in the interval 46-52. While the magnitude of the effect of creativity and teacher work motivation on teacher productivity with a correlation index of 0.284 and in a percentage of 28.4% of 38 respondents, which means that if school supervisors are supervised more frequently and teacher motivation is higher, teacher productivity will be better.

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Tembang Batanghari Sembilan and Character Building

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Abstract: This paper begins with a concern over the existence of regional oral literature which is increasingly "isolated" from the hustle and bustle of the modern world today. The lack of efforts to preserve oral literature, which is actually an asset of the community itself, and there are not many generations who want to cultivate this oral literature as a form of cultural responsibility for their society. It is feared that this will backfire for oral literature so that one day this oral literature will disappear. In this paper, the author tries to reveal and describe the cultural values contained in the Tembang Batanghari Sembilan (TBS) by using content analysis research methods and ethnographic analysis. The results of this study reveal that the TBS contains character education that has been maintained until now through development and cultural activities that exist in the Semende community in Ogan Komering Ulu Selatan (OKUS) regency.

Abstrak: Tulisan ini diawali dari sebuah keprihatinan terhadap keberadaan sastra lisan daerah yang semakin hari semakin "terkucilkan" dari hingar bingar dunia modern saat ini. Minimnya usaha untuk melestarikan sastra lisan yang sebenarnya adalah aset masyarakat itu sendiri serta sudah tidak banyak lagi generasi yang mau menggeluti sastra lisan ini sebagai bentuk tanggung jawab terhadap budaya bagi masyarakat mereka. Hal ini ditakutkan akan menjadi bumerang bagi sastra lisan sehingga suatu saat sastra lisan ini akan hilang. Pada tulisan ini, penulis berusaha untuk mengungkapkan dan mendeskripsikan nilai-nilai budaya yang terkandung dalam Tembang Batanghari Sembilan (TBS) dengan menggunakan metode penelitian analisis isi dan analisis etnografi. Hasil penelitian ini mengungkapkan bahwa TBS mengandung pendidikan karakter yang tetap dipertahankan hingga saat ini melalui kegiatan bertembang dan budaya yang ada pada masyarakat Semende di kabupaten Ogan Komering Ulu Selatan (OKUS).

A. Introduction

Oral literature is a cultural heritage in a society. Oral literature is also part of the local culture. Oral literature is a literary work that was born from a society that has been passed down from generation to generation, by word of mouth. Oral literature has a function as a form of entertainment, a means of validating asocial institutions and cultural institutions, as a means of educating children, and as a means of coercing and monitoring community norms so that society always obeys (Bascom, 1965; Dundes 1965). According to Sudikan (2014), there are several functions in oral literature, namely as an educational aid for young people, a tool to increase group feelings and solidarity, a tool for giving social sanctions, a tool for social criticism, as a tool for entertainment, and turning work that engages into games.

Many things can be obtained from literature. Tjokrowinoto (Haryadi, 1994) introduced the term "pancaguna" to explain the benefits of old literature, namely (1) strengthening religious education and character, (2) increasing the love of the country, (3) understanding the sacrifice of the nation's heroes, (4) increasing knowledge history, (5) self-contained and entertaining. Haryadi (1994) suggests nine benefits that can be taken from old literature, namely (1) it can play a role as entertainment and educational media, (2) it can foster love, national pride and respect for ancestors, (3) it can broaden insights about beliefs national customs and civilization, (4) its performances can foster a sense of unity and oneness, (5) the process of its creation fosters a creative, responsive and dynamic spirit, (6) a source of inspiration for the creation of other art forms, (7) the process Its creation is an example of a diligent, professional, and humble way of working, (8) its performance provides an example of a cohesive and harmonious cooperation, (9) the foreign influences that exist in it give an overview of the social order and a broad view of life.

This fact shows that literature is very relevant to character education. Literary works are full of moral education values as desired in character education. The TBS as a form of oral literature has a function as a means of entertainment, as a character teaching tool, cultivation of moral and religious values, and a means of introducing customs and culture.

Regarding education, government programs consider it very important to have character education (Gunawan, 2012; Lickona, 2013) which can be done early on, so that students can shape their behavior according to good character that reflects the personality of the Indonesian nation based on the philosophy of Pancasila and the constitution of the Law. -The 1945 Constitution. One of the socio-cultural aspects of the Indonesian nation that can be appointed as a concoction of character education is oral literature which is spread in various regions of the archipelago. Oral literature is an oral text as part of folklore, which is the wealth of local geniuses that need to be explored and empowered as widely as possible for the benefit of character education in order to improve Indonesian human resources that are more qualified, tough, unyielding, tenacious, diligent, honest, hard work, eroic , religious, ethical, able to cooperate, statesman, obey the law, willing to sacrifice, serve, and other characters.

Oral Literature

Another view is conveyed by Finnegan (2012). It is argued that oral literature does not fully develop orally, whether it is in the form of oral language (orality) or oral communication (means of communication). Orality is usually more original, whereas oral literature which is spoken through electronic media, often changes, for example in fairy tales

which are spoken through television and radio or other media. It is further argued that the characteristics of oral literature are (1) born in a society that is innocent, not literate, and traditional in nature, (2) describes a culture belonging to certain collectives, it is not clear who the creator is, (3) emphasizes more imaginary aspects, satire humorous, educational messages, (4) often describe certain collective traditions. Apart from that, oral literature also has the following characteristics: (a) it uses clichés a lot, (b) oral literature is patronizing

Oral literature is literature that includes literary expressions of the citizens of a culture that is disseminated and passed down from mouth to mouth (Hutomo, 1991). Jarkasi (1997) states that oral literature is part of a culture that grows and develops in the midst of society. According to the term Francis Lee quoted in Dundes (1965), oral literature is called "Literature transmitted orally or unwritten literature" or better known as folklore. Danandjaja et al (2003) states that oral literature is part of folklore, folklore itself is part of the culture of a collective that is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, both in oral form and examples accompanied by gesture or reminder aids.

Oral literature which is part of folklore has characteristics, namely (1) spread and inheritance is carried out orally, (2) is traditional, (3) has various versions and even variants, (4) is anonymous, (5) has forms formulated or patterned, (6) have a function or function in the common life of a cultural community, (7) are prological, (8) belong together, (9) are innocent and naive so they are often rude, too spontaneous (Danandjaja, 2007). Based on the above opinion, it can be concluded that oral literature is one of the cultures contained in society. The variety is also many and each of them has many variations too. The contents can be in the form of events that occur or the culture of the owner of the literature. Thus, oral literature contains the cultural values of the society in which it grows and develops, then the values contained in oral literature are the cultural values of the past that were spoken by mouth.

Tembang Batanghari Sembilan (TBS)

The Tembang Batanghari Sembilan (TBS) is a type of rhyme accompanied by a single guitar as accompaniment. The pantun in Batanghari Sembilan is not only said to be a rhyme but is sung. Batanghari Sembilan itself is actually a poem sung by one or more people accompanied by a single guitar (Sariasih, 2016). The single guitar here means that the guitar used is only one (only one person plays the guitar) using the 4 string, the 5 string, and the 6 string. However, currently, TBS has begun to undergo modification of modern musical instruments.

Batanghari Sembilan itself comes from the culture of the rivers that flow in the nine rivers in South Sumatra, namely the Kelingi River, Beliti River, Lakit River, Rawas River, Rupit River, Batang Leko River, Ogan River, Komering River and Lematang River (Sariasih, 2016). In accordance with the meaning of the word "Batang" which means river. Batanghari Sembilan originated from the tradition of *rejung* (pantun) which in practice this pantun is sung with a single guitar accompaniment. Batanghari Sembilan (TBS).

Pantun in TBS provides local languages, in this case using Ogan. Ogan language is the everyday language used by the OKU community in communicating. The TBS pantun which is wrapped in the regional language provides its own uniqueness for its loyal connoisseurs. The words on each line of the song are light, easy to understand, and sometimes contain a few jokes.

Initially, TBS was the belle of the community when there were activities that were both formal and informal. TBS is usually displayed at official government events, traditional events such as weddings and so on. South Sumatra Province itself has artists who still maintain this TBS such as Sahilin, Armadi Raga, and others. Over time, TBS has experienced a crisis of existence as one of the local literature that has high cultural value. TBS experiences ebb and flow, appearing to sink like a swift upstream river.

B. Method

This paper uses an ethnographic research method equipped with a content analysis method. The location of this research took place in Ulu Danau Village, Pulau Beringin Village, and Tanjung Bulan Village, OKUS Regency. The data of this research comes from the recordings of the TBS which were obtained from informants in the field as well as other sources such as documents or other artifacts.

C. Result and Discussion

The TBS as a means of cultivating character education is inseparable from the parenting style or education of parents, especially mothers, which the researcher has described in the previous paragraph where the education pattern of the Semende community starts from the endung (mother) swing. This of course TBS supports the character education program echoed by the Ministry of Education of the Republic of Indonesia, namely there are eighteen characters that come from religion, Pancasila, culture, and national education goals. The eighteen characters are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly / communicative, peace-loving, fond of reading, care for the environment, social care, and responsibility.

Meraje

*Kekalangan lah mbeli baju
Baliknye singgah lah kebesemah
Mpuk mbak ini jaman lah maju
Adat budaye jangah tinggalkah*

*Ayam beruge di tengah laman
Burung bemuni lah burung berebah
Mpuk kite ngikuti jaman
Singkuh nggak sundi jangah lupekah*

*Pisang raje lum bebuah
Bebuah kinah pisang berebai
Terutus meraje kite mulyekah
Saye kah kinah lah payung jurai*

*Pucuk cinte tetepik surat
Surat lah lame belum dibace
Ame kite lupekah adat*

Kepala Keluarga (Meraje)

Keep buying clothes
Come home, stop by at the camping
Even though now the times have advanced
Cultural customs should not be abandoned

Beruge chicken in the middle of the field
Birds sound finches
Even though we are following the times
Manners should not be forgotten

Plantains are not yet fruitful
Fruit also berebai banana
Our successors are honored
Coupled with family shade

On the wood is a letter
The letter has not been read in a long time
If we forget customs

Pacaklah kite laju dikpake

We might qualify

*Batang unji parak cempake
Pisang raje di dahat ume
Melawan pejadi pacak durhake
Melawan pejadi kualat pule*

Unji tree near chempaka
Plantains near the rice fields
Fighting parents can be rebellious
Against quality parents too

*Batang sangsile janah tebangi
Kalu bebuah banyak buahnya
Jadi meraje uy nak mayungi
Meraje janah meraje-raje*

Do not cut the papaya stems
If it bears lots of fruit
So the oi king must protect
Meraja do not be kings (arbitrarily)

The religious character of the Semende community which is reflected in the TBS can be seen from the verse below.

*Batang unji parak cempake
Pisang raje di dahat ume
Melawan pejadi pacak durhake
Melawan pejadi kualat pule*

Unji tree near cempaka
Plantains near the rice fields
Fighting parents can be rebellious
Against quality parents too

The character education that appears in the TBS above teaches obedience and respect for both parents according to religious teachings. There is an order which implies not to commit acts that are contrary to religious teachings, namely against parents.

The characters of honesty, tolerance, and social care are contained in the form of the TBS below.

*Ayam beruge di tengah laman
Burung bemuni lah burung berebah
Mpuk kite ngikuti jaman
Singkuh nggak sundi jangah lupekah*

Beruge chicken in the middle of the field
Birds sound finches
Even though we are following the times
Manners should not be forgotten

The bait in the TBS above teaches honesty, toileness, and social care by promoting the manners that are characteristic of the Semende community in accordance with Semende's customs. The manners that must be present in every Semende society are a must even though the world is modern or sophisticated.

*Pisang raje lum bebuah
Bebuah kinah pisang berebai
Terutus meraje kite mulyekah
Saye kah kinah lah payung jurai*

Plantains are not yet fruitful
Fruit also berebai banana
Our successors are honored
Coupled with family shade

In the TBS above, it describes the meraje or the head of the family from Wait Tubang as the head of the family head who must be honored and obeyed by his every word, besides that the meraje also functions as a guard or as an "umbrella" for the whole extended family. Meraje must be able to protect all family members without favoritism. Meraje also have to work hard to unite two extended families who have various ideas or behaviors so that they must be democratic in leading a family and firm in taking and carrying out the prescribed

customary orders and prohibitions. Meraje and the whole family must communicate with each other in carrying out the traditions of Dana and Semende that have been established so that the integrity of the family can always be maintained from generation to generation without hostility or misunderstanding. Therefore, the character education that appears in the TBS is the character of discipline, hard work, independence, democracy, friendly/communicative, and peace-loving.

<i>Batang unji parak cempake</i>	Unji tree near chempaka
<i>Pisang raje di dahat ume</i>	Plantains near the rice fields
<i>Melawan pejadi pacak durhake</i>	Fighting parents can be rebellious
<i>Melawan pejadi kwalat pule</i>	Against quality parents too

Bait TBS above depicts a Meraje or an elder family head who must protect all family members fairly, not arbitrarily and fully responsible for his family. Besides having to be responsible, Meraje must also respect and accept every suggestion from all family members and the character of respect and responsibility that Meraje must have.

<i>Kekalangan lah mbeli baju</i>	Keep buying clothes
<i>Baliknye singgah lah kebesemah</i>	Come home, stop by at the camping
<i>Mpuk mbak ini jaman lah maju</i>	Even though now the times have advanced
<i>Adat budaye jangah tinggalkah</i>	Cultural customs should not be abandoned

The meaning contained in the TBS stanza above implies that every member of the community must maintain customs which are part of the nation's wealth. By realizing the love of regional culture, love for the nation will be fostered. The attitude of love for one's own culture and customs as well as love for the country will be more developed and rooted in the habit of reading, studying or examining the customs itself. Finally, by reading and being proud of our customs, it will foster a loving attitude towards the environment.

Based on the description above, it can be concluded that the TBS is not just oral literature without value. The TBS itself functions as a medium or medium in teaching character education. The teaching of character education in Semende society had already existed before the Ministry of Education and Culture announced eighteen character education.

D. Conclusion

The TBS in the Semende community in OKUS Regency is not just ordinary oral literature, but is part of Semende society in teaching character education to children from an early age. The character education taught through the TBS includes religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievement, friendly / communicative, love of peace. , likes reading, cares about the environment, cares about social, and is responsible. The teaching of character education to the Semende community in OKUS Regency has existed since the days of their ancestors, long before the Ministry of Education and Culture announced 18 character education.

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Communication in the Industrial Revolution Era 4.0 Through Learning Based Learning and Inquiry

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Abstract: Communication is known as an activity carried out verbally and non-verbally. Communication involves a large number of XXI century skills such as analysis, evaluation, problem solving, metacognition, collaboration, and technology. Some content standards that were built as a foundation for CCSS (Common Core State Standards) target communication skills in the ability to write, speak, and listen. Communication skills of jambi university education administration students seem to be lacking. This is reinforced by the results of observations, when discussion groups of students find it difficult to convey ideas verbally and difficulty in writing ideas into summaries. Lack of communication skills is influenced by many factors. While communication skills are very important possessed by students especially in the industrial era 4.0. One solution to improve communication skills is to integrate learning models. learning models that can be integrated are problem based learning and inquiry. The purpose of this study was to determine the improvement of communication skills of jambi university education administration students through the problem based learning model and the inquiry model. This research is a classroom action research (CAR) conducted in cycles of 4 stages, namely: planning, implementing, observing, and reflecting. The results of this CAR indicate that the inquiry model has not been able to show any indication of changes in improving communication skills of Educational Administration students in Jambi University.

Abstrak: Komunikasi dikenal sebagai kegiatan yang dilakukan secara verbal dan non-verbal. Komunikasi melibatkan sejumlah besar keterampilan abad XXI seperti analisis, evaluasi, pemecahan masalah, metakognisi, kolaborasi, dan teknologi. Beberapa standar isi yang dibangun sebagai landasan CCSS (*Common Core State Standards*) menargetkan kemampuan komunikasi pada kemampuan menulis, berbicara, dan mendengarkan. Kemampuan komunikasi mahasiswa Administrasi Pendidikan Universitas Jambi terlihat kurang. Hal ini diperkuat dengan hasil observasi, pada saat diskusi kelompok mahasiswa kesulitan untuk menyampaikan gagasan secara verbal dan kesulitan untuk menuliskan gagasan kedalam ringkasan. Kurangnya kemampuan komunikasi dipengaruhi oleh banyak faktor. Sedangkan kemampuan komunikasi sangat penting dimiliki oleh mahasiswa terlebih lagi di era industri 4.0. Salah satu solusi untuk meningkatkan kemampuan komunikasi adalah mengintegrasikan model pembelajaran. model pembelajaran yang dapat diintegrasikan adalah problem based learning dan inkuiri. Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan komunikasi mahasiswa administrasi pendidikan universitas jambi melalui model problem based learning dan model inkuiri. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilakukan secara bersiklus dengan 4 tahapan, yaitu: perencanaan, pelaksanaan, observasi, dan refleksi. Hasil PTK ini menunjukkan bahwa model inkuiri belum dapat menunjukkan adanya indikasi perubahan dalam dapat meningkatkan kemampuan komunikasi mahasiswa Administrasi Pendidikan Universitas Jambi.

A. Introduction

Communication is an important part of everyday life. Forms of communication can be written and oral. In learning, communication is needed by students as a way of expressing opinions and obtaining knowledge. Student communication skills need to be developed by providing open problems (Sumartini, 2019). Students must have good communication skills, especially in the era of the 4.0 revolution so that when they have entered the real world students do not stutter for communication. Some of the content standards that were built as the foundation of the CCSS (Common Core State Standards) target communication skills in writing, speaking, and listening skills (Prasetyo & Trisyanti, 2018). The students' communication skills in writing, speaking, and listening will be improved.

The industrial revolution 4.0 is the development of the fourth industrial revolution (Tjandrawinata, et al., 2016), namely: "The first Industrial Revolution (IR), which began in 1784, enriched water and steam power for mechanization of the production system. The second IR, which began in 1870, used electric power to carry out mass production. Meanwhile, the third IR, which began in 1969, used the power of electronics and information technology to automate the production process. In this century, IR has entered its fourth era, namely the world has obtained the internet with fast interconnectivity, by being able to explore the virtual world using computers".

The term industrial revolution was introduced by Friedrich Engels and Louis-Auguste Blanqui in the middle of the 19th century. The industrial revolution has been going on from time to time. The last decade has been said to have entered the fourth phase of 4.0. change from phase to phase gives a difference in each period in terms of its usefulness. The first phase (1.0) takes the discovery of a machine that focuses (stressing) on the mechanization of production. The second phase (2.0) has moved to a mass production stage that is integrated with quality control and standardization. The third phase (3.0) enters the mass uniformity stage which relies on computerized integration. The fourth phase (4.0) has presented the digitization and automation of the internet fusion by manufacturing industrial engineering higher education organizing cooperation agency (Suwardana, 2017).

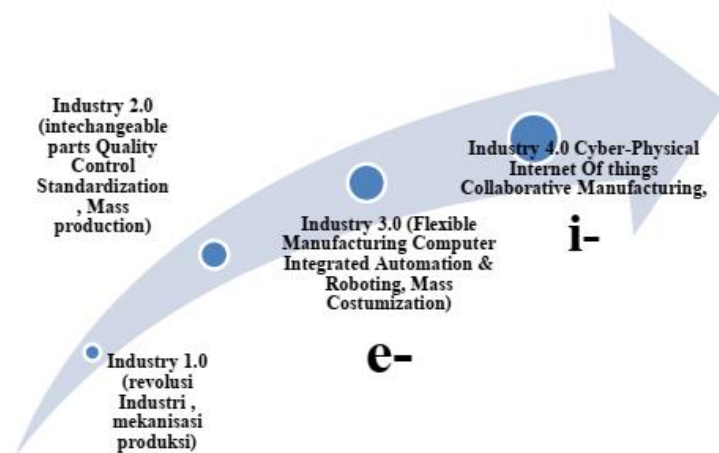


Figure 1. Phase of industrial revolution

Communication is known as an activity that is carried out verbally and non-verbally. However, the definition that we understand about communication based on the rapid

development of information today involves interactions that take place in different areas, this shifts the traditional communication paradigm which requires direct meetings. The areas in question include face to face interactions involving information technology (IT), digital literacy, email, short messages, social media and virtual environments (Deakin Teaching Team, 2013). Communication involves a large number of XXI century skills such as analysis, evaluation, problem solving, metacognition, collaboration and technology. Some of the content standards built as the foundation for the CCSS target communication skills in writing, speaking and listening skills as follows: 1) writing informative texts to test and convey complex ideas and information. 2) producing clear and sustainable in developing context, organization, and appropriate writing style for tasks, goals and audiences. 3) presenting information and findings that can be understood by listeners with appropriate methods. 4) adapting speaking styles to various contexts and communicative tasks, 5) actively participating in conversations involving different colleagues or partners, 6) integrating and evaluating information presented in different media formats (Greenstein, L. 2012). Communication skills can be further integrated into various subject matter at all levels of education which includes reading, listening and observing activities. The process of transferring information and solving problems conveyed through language are the main abilities (Greenstein, 2012). The things that need to be understood in communicating specifically can be adjusted according to their types, namely oral communication, written communication and interpersonal communication which are detailed as follows: 1) oral communication, oral communication can be in the form of presentations, discussions, debates, interviews, meetings and so on. This type of communication can be the task most students face. The pressure when going to do a presentation can be unavoidable. Here are some things that should be considered when communicating orally: empathy, Using visual effects in a presentation, Amount of information/ detailed visual aided information handout supplies, audience feedback, responding to audience questions, Voice modulation (intonation), voice volume (pitch), eye contact, the speaker's position when speaking in a room. 2). written communication, written communication is very diverse. This can be in the form of writing applications, proposals, promotions, letters, memos, emails, publications, reports, press releases, and so on. 3) Interpersonal communication, interpersonal communication or communication between individuals, contains several aspects that need to be considered, namely: emotional intelligence, body language and posture, sensitivity to the audience demonstrated through proper behavior and active listening (Deakin Teaching Team, 2013).

According to (Huda, 2014) states that the problem based learning (PBL) model is a learning model that prepares students to understand a problem that students must solve in groups. The PBL learning model presents problems related to the environment around students such as the environment around the school, home and the environment where they are located. The problems presented are problems given about natural occurrences that are happening, problems related to student social so that students are able to get used to solving the problems they face in the learning process.

According to (Putra, 2013) states that the problem based learning (PBL) model is preparing students to think critically. Students are able to think critically in facing problems because students are required to face problems that will be solved and to know important concepts from solving problems faced by students. Critical thinking is the ability of students to think scientifically because the PBL model is about solving problems related to everyday

life but scientifically solving it and it will form students' critical thinking skills in solving a problem.

According to Anam (2016) in language, inquiry comes from the word inquiry which is an investigation or asking for information or in the concept of students being asked to find and find their own. According to Fathurrohman (2015) "inquiry is the art and science of asking and answering questions that require observation and measurement, hypothesis testing and interpretation, reflection, and evaluation". According to Shoimin (2014) explains that the inquiry model is a series of learning activities that emphasize the activeness of students to have learning experiences in finding material concepts based on the problems posed. Furthermore, Trianto (2017) explains that inquiry is a series of learning activities that maximally involves all students' abilities to search and investigate systematically, critically, logically and analytically so that they can formulate answers confidently.

Based on the theories described, it can be concluded that the problem based learning (PBL) learning model is a learning model that prepares students to solve problems scientifically, think critically and actively face problems. Students are prepared to be able to solve problems scientifically, namely using scientific steps to solve problems, can be conveyed by students with the theories they learn, problem-based learning models are able to prepare students to think critically, namely knowing student knowledge in solving problems well. The problem based learning model prepares students to play an active role because students find their own answers to the problems they face.

This study aims, namely: "to determine the effectiveness of the problem based learning model and inquiry model in improving communication skills in the era of the industrial revolution 4.0 in Jambi University Educational Administration students". This classroom action research is expected to be used as study material and comparative study for other researchers related to problems in improving communication skills in the problem-based learning model and inquiry model in the era of the industrial revolution 4.0 in Jambi University Educational Administration students.

For students, the results of this study are expected to add insight and knowledge so that students have good communication skills after the application of the problem based learning model and inquiry model. Meanwhile, for lecturers, the results of this study are expected to be input in applying the problem based learning model and inquiry model to be able to improve the communication skills of Educational Administration students.

B. Method

The subjects of this study were students of the University of Jambi Educational Administration. This research consists of several stages, namely, the preparation stage, the implementation stage, and the stage of data processing and report preparation.

The data collected is in the form of communication skills measured using a written essay test, and communication observation sheets taken from CCSS targeting communication skills on writing, speaking, and listening skills.

Sources of data obtained include observation of activities during the learning process, test scores of communication skills as seen from student essay questions in each cycle, interviews of student communication skills and documentation of activities during the research process.

Data collection techniques are using non-test and test techniques. The non-test technique is in the form of observation, interview, and documentation, while the test technique is in the form of a written test in the form of an essay. The data analysis conducted

in this research is descriptive analysis. The data obtained from the research results were processed and analyzed qualitatively and quantitatively.

The steps of the problem based learning (PBL) model have 5 stages, namely stage 1 orienting students to the problem, stage 2 organizing students to work, stage 3 guiding individual and group investigations, stage 4 developing and evaluating the problem solving process. While the inquiry learning model has the following stages:

- a) Ask a question or problem. Inquiry learning model activities begin when a question or problem is asked, then students are asked to formulate a hypothesis.
- b) Formulate a hypothesis. Hypotheses are temporary answers to questions or solutions to problems that can be tested with data. To facilitate this process, the lecturer guides students to determine hypotheses that are relevant to the given problem
- c) Collecting data. Hypotheses are used to guide the data collection process. The lecturer guides students to be able to determine data collection steps. The resulting data can be in the form of a table or graph
- d) Data analysis. Students are responsible for testing the hypotheses that have been formulated by analyzing the data that has been obtained. After obtaining conclusions, from the experimental data, students can test the hypotheses that have been formulated. If it turns out that the hypothesis is wrong or rejected, students can explain it according to the inquiry learning process they have done.

Make conclusions. The closing step of inquiry learning is to make conclusions based on the data obtained by students.

C. Result and Discussion

Research in cycle I is divided into four activities, namely: 1) planning, 2) giving action, 3) observation and 4) reflection. In the first cycle and the first meeting, the researcher started a Classroom Action Research (CAR) to see how the lecturers used the inquiry model to improve the communication skills of students of the Jambi University FKIP Educational Administration Study Program. The indicator to be achieved at the first meeting is understanding the concept. The initial activity of the lecturer was to open the lecture by saying greetings then asking how were they and the students who did not enter. The lecturer delivered the material to be studied at the 1st meeting regarding the basic concepts of communication and conveyed the learning objectives, namely that students could understand the basic concepts of communication.

The core activity of the lecturer is explaining the material on this day, explaining the steps of inquiry learning. Then the lecturer divides the students into groups, each group consisting of 5 to 6 students. After the groups are formed, the lecturer assigns each group to work together to finish according to the material in the group. The assignment given is initial training for students assisted by peers observing student attitudes and seeing the discussion process in each group. Group discussion activities are given 45 minutes, each student is encouraged to be active during the discussion by conveying ideas. Lecturers also help students who have difficulty making assignments and during the discussion process. The lecturer goes around to observe the discussions of each group and guide them. To check their understanding of the assignment given, the lecturer invited students to present the assignment from the results of the discussion and cooperation. At the first meeting of the first cycle, a group came forward to present the results of their discussion. While other groups pay attention and are represented by one person to come forward.

Among the assigned groups there was 1 group that could not complete the task well. The closing activity of the lecturer provides feedback on questions given to students regarding the material being studied. The lecturer asks students for advanced training at home. The lecturer closes the lesson with greetings. The results from the first cycle of the first meeting, the group did not fully understand the Inquiry learning model and the steps, so that when giving assignments by the lecturer, each group as a whole had difficulty completing the assignments given to the group. The results of observations from the beginning of the discussion to the presentation of the students to the front of the class showed that there was a group that successfully completed the assignment, namely group I, group III, group IV, and group V. While one group that was successfully completed according to the steps in the Inquiry learning model was group I.

Based on the results of observations in cycle I at the first meeting, the results of joint observations with peers are a lot of improvements that must be made at the next meeting, among others: Students do not properly understand the Inquiry learning model; Limited internet access, due to poor signal; Class literacy activities need to be carried out first, before learning begins; and it is necessary to display images in group discussions. Therefore it is necessary to have real action in the next cycle, so that learning can take place well.

At this meeting the lecturer opened the lesson and asked students who were not present today, then the lecturer repeated the previous material so that students could remember the lesson last week. After that, students are directed to pay attention to the competencies and indicators to be achieved. After the second meeting learning process ends and the material will be studied by students at the second meeting and explains the steps of the group discussion that will be carried out by each group, where each group is asked to work together in groups to solve problems according to the material that has been given. Before starting the lesson, the seating position was changed according to the group, this was attempted in every meeting. Then the students sat in their respective groups after that were given the opportunity for 10 minutes for literacy activities, after understanding their respective material, then continued with displaying an infocus in the form of a picture that must be observed by the student so as to give birth to questions. On this occasion, the students' enthusiasm was seen more enthusiastically in answering the pictures on the question.

Group discussion activities run smoothly and orderly, the implementation is assisted by colleagues who carry out the assessment in the group discussion. This activity lasted for approximately 45 minutes, after which some groups were able to complete their assignments faster than the predetermined time, but some groups did not succeed in completing their group assignments on time. The next group assignment is to do the assignment from the lecturer for about 30 minutes, in this case the students are given the task to search for articles on the internet regarding basic concepts of communication. Students look for these assignments through laptops that are connected to the internet in front of the class, the limitations of looking for articles due to short time are tricked by dividing several task groups with campus internet facilities and student cellphones that are connected to the internet provided by the lecturer in front of the class. The implementation of this task seems to be going well in accordance with what was expected, although there are still many students who sit and stand watching their friends search for articles on the internet. After finishing students collect assignments obtained via the internet, then the lecturer closes the lesson. At this meeting, the lecturer emphasized the importance of competencies to be achieved by students at the end of the lesson in accordance with the

learning objectives stated in the learning plan that had been prepared by the lecturer with the same steps as the previous meeting. Students are emphasized to be able to master these competencies maximally so that learning objectives can be achieved.

Then the researcher formed a group and invited the group to have a discussion with the material that had been given by the lecturer. Before the discussion took place, as usual, the lecturer gave literacy time to students for 15 minutes so that they could understand the learning first. Based on observations during the learning process at this meeting, it appears that there have been changes and student activeness in group discussions. Students no longer feel too confused and remain silent in completing group assignments that have been given by the lecturer. Furthermore, the lecturer is assisted by colleagues to observe the discussion and record everything that happens in the discussion. Then the lecturer conducted an interview with one of the students who was deemed at the first and second meetings not very respectful of his friends in the discussion.

In the interview, the lecturer asked whether there was no participation in helping his friends in group discussions or a lot of silence when his friends were discussing the student was not too focused on his friends in the discussion. discussing, playing alone and paying more attention to his friends in discussion. The student answered questions from the lecturer that did not understand. Then the lecturer guides the students and provides input so that they can be the same as their other friends. At this meeting activeness had begun to increase as expected by researchers, but the problem of applying the inquiry model in learning was not very successful.

To help improve learning, the lecturer instructs the group to open the internet from students' cellphones to find information and complete assignments according to the steps in learning. Besides that, the lecturer also added other textbook references from the library so that students could easily do their group assignments. The closing activity of the lecturer provides feedback on questions given to students regarding the material being studied. The lecturer asks students for advanced training at home.

Ending the lesson, the lecturer assigns homework to students in the form of paper assignments relating to the basic concepts of communication from several experts and then students are asked to make conclusions, which will be collected at the next meeting. The lecturer closes the lecture with greetings. The obstacles faced by students include the lack of facilities for student study books, then the internet which is not supported because the network is often disrupted or limited.

The results of observing a description of student behavior during the learning process that have been observed by peers as observers in this study, then the lecturer tries to provide a stimulus to stimulate questions that show communicative results. Students try to answer assigned assignments individually. Based on the results of the cycle I test which was carried out on August 26, 2019, the overall results were obtained, that there was an increase in the average test results obtained by students on the exam. Meanwhile, in the pre-test, although it has not reached the average completeness, it is considered that there is a change. Broadly speaking, it shows that the Inquiry learning model has succeeded in improving student learning outcomes even though there are still some students whose scores are unstable because the test scores actually decrease but do not really affect them. In accordance with the standards determined from the results of the test cycle I above, it turns out that none of the students passed the predetermined criteria. It is expected that later in cycle II there will be an increase in value and better learning improvements from cycle I.

Based on the data and student learning outcomes in cycle I, it can be concluded that the increase in student learning outcomes using the inquiry model has not been fully successful or the success indicators that have been determined in the study have not been fulfilled. The failure can be seen from the low student learning outcomes in the implementation of learning. This is due to the constraints the researchers face in the learning process. The constraints faced by researchers in implementing learning activities in cycle I based on the results of researchers and peers are:

- 1) Many students do not pay attention when the lecturer explains the learning objectives that must be achieved.
- 2) Many students chat when the lecturer explains the subject matter.
- 3) Many students do not understand the steps in the discussion.
- 4) Many students make noise when discussing groups.
- 5) Only one or two people working in the other groups just watching and chatting.
- 6) Only how many students ask questions if they do not understand the assignments in group discussions when they do not understand.
- 7) The attitude of students that they cannot work together in groups if members are not close friends.
- 8) Students are less active in responding to the results of other groups even though they only ask questions from group representatives

To overcome these obstacles, discussions were held with peers to improve the low learning outcomes in cycle I, from the results of the analysis above it is necessary to carry out cycle 2, by making several improvements, namely as follows:

- 1) Maintaining good activity steps in cycle I such as making students who are not noisy in cycle 1 but also in the next cycle.
- 2) Lecturers must be clearer and more assertive and must be more detailed in conveying learning objectives with the help of power points.
- 3) Make students more active as a whole and reduce unnecessary things in the discussion such as joking.
- 4) Make students more focused and enjoy more interesting and fun discussions.

In accordance with the suggestions of students in cycle I at the interview session, that lecturers should give more lecture assignments and homework.

D. Conclusion

Based on the findings in classroom action research that has been implemented by applying the problem-based learning model, it was found that the problem-based learning model has not been able to show any indication of changes in improving the communication skills of Jambi University Educational Administration students. This is because classroom action research is still in the first cycle where it is still in the implementation stage/not yet finished.

The results of other temporary findings in classroom action research that has been carried out by applying the inquiry model, it is found that the inquiry model has not been able to show any indication of changes in being able to improve the communication skills of Jambi University Educational Administration students. This is because classroom action research is still in the first cycle which is still in the implementation stage/has not yet been completed.

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Development of Rubber Media Based Resistance Model for Sprint Runners in Riau

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Abstract: The aim of this study is to develop a rubber-based resistance training model for sprint athletes in Riau province by evaluating the efficacy of increasing sprint athletes' short distance running pace. The research method used in this study is ADDIE's research and development method, which consists of five steps. Athletes from Riau Province participated in this study as test subjects. analysis, design, development, implementation, and evaluating are the first steps in the research process. Three experts were present for the model feasibility test: two athletic lecturers and one national athletic coach. The model's efficacy was tested using a 60-meter speed parameter test involving 30 athletes from Riau Province, 15 of whom were in the experimental group and 15 of whom were in the control group. The difference test results from SPSS 22 showed that the experimental group had an average difference of 0.78 and the control group had an average difference of 0.12. The discrepancy is derived from the test results, which are expressed in terms of time, so the shorter the time, the better. The discrepancy between the experimental and control groups' different values, or mean different = 0.658, t-count = 23.632, df = 28, with p-value = 0.000 < 0.05, indicates that there are substantial variations between the experimental and control groups. It can be concluded that the rubber media-based Resistance training model for Riau provincial sprint athletes is more successful and can help the Riau provincial sprint athletes improve their 100-meter running pace.

Abstrak: Penelitian ini bertujuan untuk mengembangkan model latihan Resistance berbasis media karet. Penelitian diawali dengan analysis, design, development, implementation dan evaluating. Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development/R &D) dengan model pengembangan ADDIE, Adapun prosedur pengembangan ADDIE yaitu: analysis, design, develop, implementation, evaluate. Subjek penelitian pada penelitian ini adalah atlet cabang olahraga atletik di Provinsi Riau. Uji kelayakan model menghadirkan 3 ahli yang terdiri 2 orang dosen atletik dan 1 orang pelatih atletik nasional. Uji efektivitas model menggunakan tes parameter kecepatan 60 meter yang melibatkan 30 atlet atletik di Provinsi Riau yang mana 15 subjek sebagai kelompok eksperimen dan 15 subjek sebagai kelompok kontrol. Hasil uji perbedaan yang didapat dari SPSS 22 pada kelompok eksperimen dengan rata-rata nilai beda 0,78 dan pada kelompok kontrol dengan rata-rata nilai beda 0,12, hasil selisih tersebut berasal dari penilaian tes yang berupa hasil waktu, jadi semakin kecil waktu yang diperoleh maka semakin baik. Selisih dari hasil nilai beda kelompok eksperimen dan kontrol atau mean different = 0.658, t-hitung= 23.632, df= 28, dengan p-value= 0,000 < 0,05 maka dapat disimpulkan terdapat perbedaan yang signifikan pada kelompok eksperimen dan kontrol. Dapat disimpulkan bahwa model latihan Resistance berbasis media karet untuk atlet sprint provinsi riau yang dikembangkan memiliki efektivitas yang lebih tinggi dan dapat meningkatkan kecepatan lari 100 meter pada atlet sprint provinsi riau.

A. Introduction

In athletics, the 100 meter short sprint is the most coveted number. The title of fastest individual has recently brought a sprinter into the public eye. Take a look at how Muhammad Zohri rose to prominence after winning the International Association of Athletics Federations (IAAF) U20 world championship in Finland. Being the fastest in short distance running is not easy, and achieving this goal requires strong cooperation from all stakeholders, including the government, coaches/teachers, athletes, and the community. From the seriousness of nurturing young seedlings or regenerating young talents, facilities and infrastructure are all important.

Athletics is a set of different sports that can be categorized into three categories: running, throwing, and jumping. Short distance running, medium distance running, and long distance running are the three divisions of race numbers in running.

Short-distance running, also known as sprinting, is a run that is completed at top speed from start to finish. 100 m, 200 m, 400 m distance running, 100 m women's hurdles, 110 m temple hurdles, 400 m hurdles, 4 x 100 m relay races, and 4 x 400 m relay races are all sprint events.

Running a short distance (sprint) necessitates the specification of the physical condition's elements, which is to run as quickly as possible while exerting all of his power from the start (starting from the start) to reaching the finish line (finish). Syafrudin (2011) stated that a 100 meter sprint needs components or elements of physical conditions such as (1) reaction speed to start, (2) speed strength up to the first 30 meters, (3) acceleration or acceleration from 30 meters to a distance of 80 meters, and (4) speed endurance in the last 20 meters in athletic activities (Henjilito, 2017).

As a result, many aspects of physical fitness are required just to produce a sprinter. This ensures that a short distance runner receives training not only for sprint speed, but also for all other aspects of physical fitness, such as strength training, response speed, and speed endurance.

According to Sukadiyanto (2010), "The main objective and target of training is to improve the abilities, skills and appearance of athletes with the guidance of a coach (Sucipto & Widiyanto, 2016). Exercise is a systematic process and exercises that are repeated over and over again with increasing numbers of training loads and training intensity. Exercise is believed to provide the freshness of the body, which means that provide health care for the culprit (Budiman, 2016).

Lumintuarso (2013) said training is basically an educational process that aims to help individuals improve their cognitive, affective, and psychomotor abilities. sidik (2010) said To become a successful and potential sprinter, athletes must have good talent, but training can also be developed through biomotor abilities such as flexibility, strength (which is then developed into strength-speed/power), coordination, and resistance (which is then developed into endurance-speed).

Power, in addition to agility, is an important component and driving force when running to improve speed. Thus, strength must be practiced systematically and programmed, and strength plays an important role in shielding athletes from potential injuries; strength training can help reinforce the stability of the joints. and combining it with speed will generate power, or the ability to complete a task in the shortest amount of time, resulting in a positive impact on running speed results.

"Strength is one of the elements that must be owned by an athlete," says Bompa in Iskandar (2016), "because every success in sports often needs strength." Meanwhile,

strength, or what is generally known as Strength, is described by Ismaryati (2011) as the force of muscle contraction achieved in a single maximum effort. A muscle or group of muscles exerts their full effort to overcome a resistance.

Contrast training is a resistance exercise that allows muscles to contract against external resistance in order to improve strength and endurance, according to Richard Weil, MD (2004) Rubber, damble, own body weight, wind, or any other object that causes the muscles to contract may be used as a source of resistance or obstacle. (Soegiyanto et al, 2012).

Kraemer et al (2002) "resistance training can improve health and components of physical fitness skills." The elements contained in health include endurance, muscle power, flexibility, body composition, hypertrophy and aerobic capacity (Mardhika, 2017).

Resistance training, according to Martens (2004), can be used to improve not only strength but also endurance, control, and pace. This means that resistance training can be used to improve stamina, agility, and pace in addition to strength (Pranata et al, 2017).

B. Method

This study employs both qualitative and quantitative methods. The aim of the development research was to implement the findings of a rubber media-based training model for sprint athletes in the Riau province. Training products with requirements and effectiveness tests are developed through research.

This development study follows the ADDIE development steps, which are divided into five phases as shown in Figure 1.

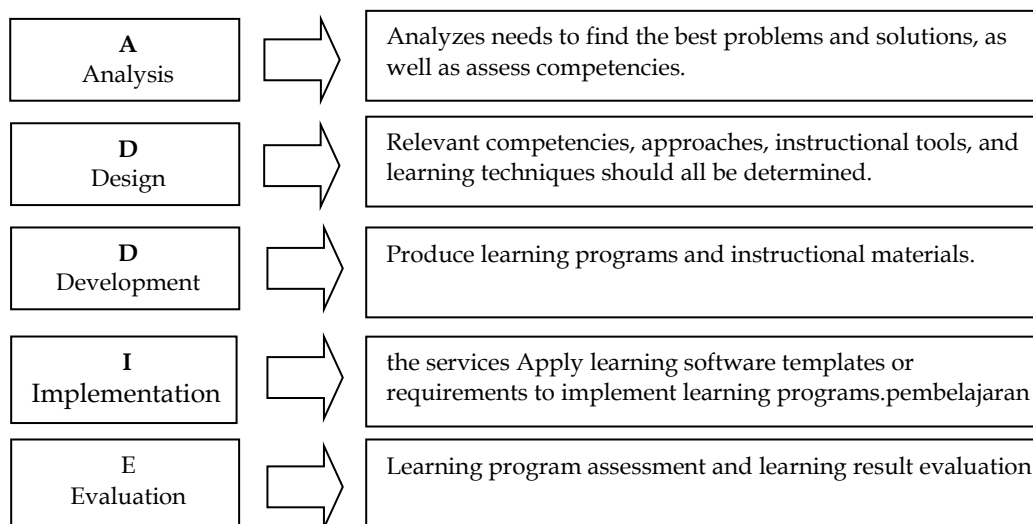


Figure 1. Steps in the ADDIE Research and Development Phase.

In this exercise, research and development is carried out using the ADDIE model (Pribadi, 2009), which consists of five phases (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation (abbreviated as ADDIE)" (Fitriana et al., 2019).

- Analysis: Study experiments, findings, field data analysis, observations, and process issues found in short distance running activities are used to conduct preliminary research.
- The next stage to design: At this stage, the researcher creates and decides the template that will be used in the Sprint running training research model.

- c) The third stage development: This stage is completed after the product design has been completed; the next step is to produce the product in stages. This stage starts by putting all of the components from the previous stage together. The researcher then corrects the produced product until it is validated; once it is, the product is ready to be used validated by (expert judgment).
- d) The fourth stage Implementation: The implementation stage was carried out on 30 sprinter athletes from the Riau province. During the trial, the researcher took notes on the flaws and limitations that remained after the product was implemented. A pretest is given before the exercise model is applied, and a posttest is given afterward to determine how effective the product is.
- e) The fifth stage evaluation: Evaluation is a series of processes for analyzing a product at the implementation stage, it can be shortened to answer the question whether there are deficiencies / weaknesses. If there are no more revisions, the product is suitable for use and can be immediately published.

The data was analyzed in both qualitative and quantitative ways. After passing the small group trial time and expert testing, the efficacy evaluation was continued by performing the Pre-Test and Post-Test on the treated (experimental group) and untreated (control group) athletes, with a total of 30 athletes.

Interviews with coaches and expert advice were used to gather group trial data from four athletic clubs in Riau province, (1) 15-person small group trials, (2) 30-person efficacy testing.

C. Result and Discussion

The results of the creation of a rubber-based resistance training model for sprint athletes in Riau province aim to create an efficient and appealing speed training model, which is presented using data from needs analysis and trainer interviews. (validation expert) was collected from two lecturers at the State University of Jakarta's Faculty of Sports Science and one athletic national coach.

The following are the findings of a needs analysis conducted by interviewing two athletic coaches from each different club.

Table 1. Data from athletic coach interviews I

No	Question	Answer
1	How long have you been training athletics?	To begin with, I started my career as a coach in 2010
2	Where do you have the knowledge or skills to train athletics?	From my experience as an athlete and supported by the knowledge I got through upgrading level 1 athletic trainers and physical training.
3	Is resistance training given to your club?	Yes, give
4	How do you train using resistance training?	The exercise I gave was using a mini band and pulling the harness.
5	How enthusiastic are the athletes when participating in resistance training?	Children are less enthusiastic about doing the exercises.

No	Question	Answer
6	What resistance exercises do you often give athletes?	By running to pull the iron 20-30 meters.
7	Have you ever used a rubber-based resistance training model?	Ever, but due to limitations of reference, the new training model has used it several times
8	Is there a need to provide a more varied and interesting rubber-based resistance training model to increase running speed?	It is necessary because in my opinion an attractive training model can make athletes motivated in training

Table 2. Data from athletic coach interviews II

No	Question	Answer
1	How long have you been training athletics?	For the first time I started my career as a coach in 2000
2	Where do you have the knowledge or skills to train athletics?	From my experience as an athlete and some training as an athletic trainer
3	Is resistance training given to your club?	Yes I give it to the club
4	How do you train using resistance training?	Exercise I gave attracts harness and ran climbs run
5	How enthusiastic are the athletes when participating in resistance training?	Children lackluster especially if the movement is repeated again with the same motion
6	What resistance exercises do you often give athletes?	by pulling the iron and ran climbs 30 meters repeated until a number of reps and sets
7	Have you ever used a rubber-based resistance training model?	Never but limited to reference this form of exercise
8	Is there a need to provide a more varied and interesting rubber-based resistance training model to increase running speed?	is very necessary in the presence of the model interesting exercise can make athletes excited about training, and for coaches need a reference form of training

The model planning stage begins after the results of the needs review and field observations have been obtained. Prior to the small group trial, the model planning stage was completed. Planning and modeling are steps that are taken to ensure that research and development is carried out with clarity. In the first phase, the researcher created a training model product based on resistance rubber media for sprint athletes in Riau province. From 23 training model products, the researcher produced a standardized product design.

Following the collection of needs analysis data and obtaining the required data for the creation of a rubber-based resistance training model for Riau provincial sprint athletes, the next step is to perform expert tests with the aim of determining the model's feasibility or validity based on expert evaluation and advice. The researcher presented three experts in the feasibility evaluation of the rubber media-based resistance training model for Riau province sprint athletes: one lecturer in motion biomechanics (Dr. Johansyah Lubis, M.Pd),

one lecturer in physical activities (Drs. Mustara, M.Pd), and one senior athletic winner in Riau province (Hasnor Nursahi).

Table 3. Expert recapitulation of athletes and coaches

No	Exercise Model	Validation				Peecentage
		Leacture 1	Leacture 2	Athletichs Coach	Feasible	Unfeasible
A. Training Model of Running Technique						
1	High Knee	Feasible	Feasible	Feasible	100%	0%
2	Back Lunges	Feasible	Feasible	Feasible	100%	0%
3	Single Leg High Knee	Feasible	Feasible	Unfeasible	66.7%	33.3%
4	Side High Knee	Feasible	Feasible	Feasible	100%	0%
5	Resistance High Knee	Feasible	Feasible	Feasible	100%	0%
6	Resistance Kicking	Feasible	Feasible	Feasible	100%	0%
7	Resistance Heel Kick	Feasible	Feasible	Feasible	100%	0%
8	Resistance Circle High Knee	Feasible	Feasible	Feasible	100%	0%
9	Resistance Circle Kicking	Feasible	Feasible	Feasible	100%	0%
10	Resistance Circle Heel Kick	Feasible	Feasible	Feasible	100%	0%
B. Model of Start Exercise						
11	Sliding Leg	Feasible	Feasible	Feasible	100%	0%
12	Back To Back Lunges	Feasible	Feasible	Feasible	100%	0%
13	Swing Arm Lunges	Feasible	Feasible	Feasible	100%	0%
14	R-BSY (Resistance Bersedia Siap Yak)	Feasible	Feasible	Feasible	100%	0%
15	Swing Arm	Feasible	Feasible	Feasible	100%	0%
16	Push Drive	Unfeasible	Unfeasible	Feasible	33.3%	66.7%
C. Model of Acceleration Exercise						
17	Tarik Lepas	Feasible	Feasible	Feasible	100%	0%
18	Halang W	Feasible	Feasible	Feasible	100%	0%
19	Lari Bolak Balik	Unfeasible	Unfeasible	Unfeasible	0	100%
20	Slide Running	Feasible	Feasible	Feasible	100%	0%
21	Forward Jumping	Feasible	Feasible	Feasible	100%	0%
D. Model of Max Speed Exercise						
22	Max Speed Resistance Sprint	Feasible	Feasible	Feasible	100%	0%
23	Max Speed Resistance Sprint Three Angel	Feasible	Feasible	Feasible	100%	0%
Total		Total number of training items			23	item
		Eligible category items			21	item
		Inappropriate category items			2	item

Table 4. Percentage of validation report

No	Experts	Minimum Score	Maximum Score	Result	Persentase
1	Athletic Leactures (Jakarta University)	0	23	21	91.3 %
2	Biomechanics Leactures (Jakarta University)	0	23	21	91.3 %
3	Senior Athletic Coach	0	23	21	91.3 %
Average					91.3 %

The average percentage of validation reports from athletic and coaching experts is 91.3%, indicating that the overall product produced is very feasible. Athletic experts and athletic coaching have contributed some details. The following is a description of the given input:

The first piece of advice from a motion biomechanics specialist (Dr. Johansyah Lubis, M.Pd) was to (A) align the training model with short-distance running concepts (B) align the basic training model, such as running, with the principles of long-distance running (C) provide an example of an easy-to-understand training model (D) When pairing, change the scale of the athletes' bodies. (E) Pay close attention to the athlete's movement technique when he or she performs the exercise.

Second piece from the athletic expert (Drs. Mustara, M.Pd): (A) arrange and sequence the exercises from basic to complicated movements (B) adjust the training model for the test distance parameters to be used (C) mark the areas exercise (D) give it a catchy name (E) the points of the exercise should be clear.

The athletic coaching expert's third contribution (Hasnor Nursahi) (A) Directions for implementation must be made more clearly so that athletes can understand them. (B) The model created helps athletes want to do it. (C) Training must be entirely safe for athletes. (D) Coaching points of training must include sprint training components.

The effectiveness test is the next step, which determines how successful the product is. Pre and post tests are used to evaluate the efficacy of the built model.

The researchers used 30 athletes from the Riau Province athletic training center to assess the efficacy of the resistance training model based on rubber media. The following table contains information on the outcomes of 30 athlete evaluations on the model's effectiveness:

Table 5. Results of the 60-meter running speed test in the experiment group before and after treatment (Pretest and Posttest).

Subjek	Pre-Test	Post-Test	Different
Subjek 1	7.6	6.87	0.73
Subjek 2	7.25	6.57	0.68
Subjek 3	7.83	7.15	0.68
Subjek 4	7.55	6.83	0.72
Subjek 5	7.02	6.2	0.82

Subjek	Pre-Test	Post-Test	Different
Subjek 6	7.84	7.08	0.76
Subjek 7	7.55	6.83	0.72
Subjek 8	8.02	7.24	0.78
Subjek 9	7.9	7.13	0.77
Subjek 10	7.57	6.84	0.73
Subjek 11	9.03	8.12	0.91
Subjek 12	8.1	7.32	0.78
Subjek 13	9.2	8.26	0.94
Subjek 14	8.26	7.45	0.81
Subjek 15	8.43	7.55	0.88
Average	7.94	7.16	0.78

The results of the experimental group of athletes' pre-test and post-test while performing a 60-meter running speed test are shown in the table above. Before implementing the 21 things of the Resistance exercise model based on rubber media, a pre-test was conducted. The evaluation was carried out to assess the athlete's initial and final abilities after 16 meetings of therapy. The average test score for 15 athletes who were treated on a regular basis was 7.94. The athlete's running speed increases markedly after being treated with the Resistance training model based on rubber media for as many as 21 products of the training model, as shown by an improvement in the average record result, namely 7.16.

According to the above definition, there is a difference in the 60 meter running speed results between the pre-test and post-test, indicating that the training model produced is successful at increasing short distance running speed.

Table 6. Experimental Group Results of Paired Sample Statistical Treatment (pre-test) and (post-test)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test	.78067	.07914	.02043	.73684	.82450	38.203	14	.000

The difference between the pre-test and post-test results is shown by the mean = 0.780 in the mean difference test with SPSS, with the results of t-count = 38.203, df = 14 and p-value = 0.00 0.05, indicating that there is a significant difference between before and after. Resistance exercise with rubber media is the given treatment model.

Based on these findings, it can be concluded that the rubber media resistance training model is successful in increasing the athlete's running pace. The exercise model that was created is extremely accurate.

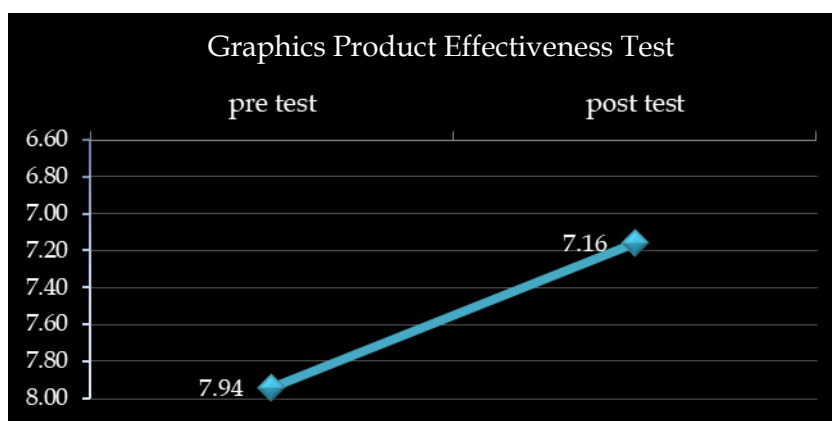


Figure 2. Graphics product effectiveness test experiment

The comparison chart above shows the average record results of the Resistance training model based on rubber media before and after treatment, with an average outcome of 7.94 seconds for Pre-test and 7.16 seconds for Post-test.

In addition, the following table shows the outcomes of the tests performed on 15 athletes in the control group:

Table 7. Results of the 60-meter running speed test in the control group before and after treatment (pretest and posttest).

Subjek	Pre-Test	Post-Test
Subjek 1	7.25	7.10
Subjek 2	7.10	7.01
Subjek 3	7.71	7.62
Subjek 4	7.45	7.30
Subjek 5	7.56	7.40
Subjek 6	8.00	7.92
Subjek 7	7.40	7.32
Subjek 8	7.79	7.72
Subjek 9	8.20	8.12

Subjek	Pre-Test	Post-Test
Subjek 10	7.22	7.14
Subjek 11	8.30	8.20
Subjek 12	7.60	7.51
Subjek 13	8.26	7.90
Subjek 14	8.24	8.08
Subjek 15	7.80	7.71
Average	7.73	7.60

Table 8. Experimental group results of paired sample statistical treatment (pre-test) and (post-test)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Me an	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test – Post Test	.12200	.07341	.01895	.08135	.16265	6.437	14	.000

The pre-test results of athletes while doing the real 60 meter running speed test are based on the table above and the SPSS results. The average pre-test result was 7.73, and the average post-test result was 7.60 for 15 athletes. There is a significant correlation even though the correlation coefficient is $0.00 < 0.05$. The pre-test data for normality is 0.323, while the post-test results are 0.564, indicating that both data are greater than 0.05. It denotes that the two sets of data are drawn from a population with a normal distribution. The pre-test mean score was 7.72, and post test mean score was 7.60, indicating that there was a small but substantial improvement due to the lack of care.

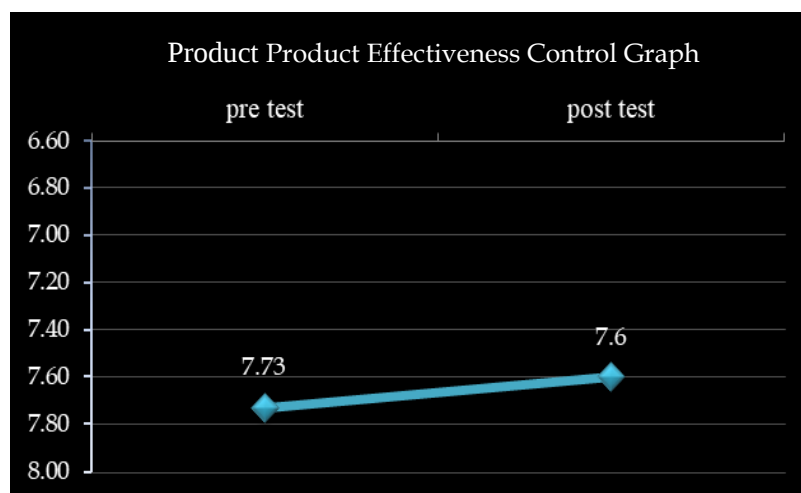


Figure 3. Product effectiveness control graph

The comparison chart above shows the average record data of the Resistance training model based on rubber media before and after treatment, with an average pre-test of 7.73 seconds and a post-test of 7.60 seconds.

Table 9. Experimental group results of paired sample statistical treatment (pre-test) and (post-test)

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Value	Eksperimen	15	.7807	.07914	.02043
	Kontrol	15	.1220	.07341	.01895

Table 9. Independent samples test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig . (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Value	Equal variances assumed	.395	.535	23.632	28	.000	.65867	.02787	.60157	.71576
	Equal variances not assumed			23.632	27.843	.000	.65867	.02787	.60156	.71577

Based on the findings of the difference test, it can be inferred that the difference between the experimental group's average difference value of 0.78 and the control group's average difference value of 0.12 came from the test measurement in the form of time results in the experimental group. The faster you can get there, the better. With a p-value of $0.000 < 0.05$ and a difference between the mean different outcomes = 0.658, t-count = 23.632, df = 28, it can be assumed that there are substantial variations between the experimental and control groups.

The results show that the experimental group's therapy, namely the Resistance training model based on rubber media, is more successful and can improve running speed. Meanwhile, the control group, which received only the old training model medication, performed less well than the experimental group.

D. Conclusion

As a result of the data gathered, the researcher draws a range of conclusions, including that the product of the Resistance training model based on rubber media that is produced involves goals, implementation, services, and training points, as well as a training program based on established theories. The product includes 21 workout models that have been checked by experts. Furthermore, the rubber-based resistance training model is feasible and efficient for increasing short-distance running speed. With a p-value of $0.000 < 0.05$ and a difference between the mean different outcomes = 0.658, t-count = 23.632, df = 28, it can be assumed that there are substantial variations between the experimental and control groups.

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Preliminary Diagnostic Assessment in Distance Learning at SMAN 1 Pagaden

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Abstract: So far, distance learning still faces many obstacles in its implementation. Starting from compiling lesson plans, learning methods, to conducting evaluations. Moreover, the psychological factors of students in facing this pandemic, they are required to study at home with various kinds of challenges and obstacles. Limitations of gadgets (smartphone), internet quota to internet networks that do not reach where they live because they are in rural areas. To find a solution to this problem, a study was conducted regarding the initial conditions of SMAN 1 Pagaden students in carrying out this distance learning. By using the Miles & Huberman analysis method, which will find interactive patterns of relationships and to get an understanding of the meaning of the obstacles faced in the distance learning process at SMAN 1 Pagaden by using non-verbal interview techniques. The questionnaire is distributed via google form which then the data obtained is used as a reference for developing distance learning strategies. Based on the results of interviews, respondents who answered that distance learning at SMAN 1 Pagaden was less effective, it was 49.8%. Students hope that distance learning does not give many assignments but there is material delivery through google meet or zoom meeting. For students who are not reached by internet and gadget (smartphone) facilities, the visiting teacher model is carried out with small groups.

Abstrak: Pembelajaran jarak jauh selama ini masih menghadapi banyak kendala dalam pelaksanaannya. Mulai dari menyusun rencana pembelajaran, metode pembelajaran, hingga melakukan evaluasi. Terlebih lagi faktor psikologis siswa dalam menghadapi pandemi ini, mereka diharuskan belajar di rumah dengan berbagai macam tantangan dan hambatan. Keterbatasan gadget (hp), kuota internet sampai jaringan internet yang tidak menjangkau tempat tinggalnya karena berada di pedesaan. Untuk mencari solusi mengenai permasalahan tersebut maka dilakukan sebuah penelitian mengenai kondisi awal siswa SMAN 1 Pagaden dalam melaksanakan pembelajaran jarak jauh ini. Dengan menggunakan metode analisa Miles & Huberman yang akan menemukan pola hubungan yang bersifat interaktif serta untuk memperoleh pemahaman makna mengenai kendala yang dihadapi pada proses pembelajaran jarak jauh di SMAN 1 Pagaden dengan menggunakan teknik wawancara non verbal. Angket disebar melalui google form yang kemudian data yang diperoleh dijadikan rujukan untuk menyusun strategi pembelajaran jarak jauh. Berdasarkan hasil wawancara, responden yang menjawab pembelajaran jarak jauh di SMAN 1 Pagaden kurang efektif berjumlah 49,8%. Siswa berharap bahwa pembelajaran jarak jauh tidak banyak memberikan tugas tetapi ada penyampaian materi melalui google meet atau zoom meeting. Bagi siswa yang tidak terjangkau fasilitas internet dan gadget (hp) dilakukan model guru kunjung dengan kelompok kecil.

A. Introduction

The COVID-19 pandemic has spread to almost various parts of the world. Many things have changed due to the spread of this pandemic, such as economic activity, offices, worship practices, and interaction patterns. This also has an impact on education systems around the world, learning which is usually face-to-face is now done through distance learning to reduce the risk of transmission from COVID-19. In a study (Pradana et al, 2020) published in the Indonesian Health Policy Journal, it is stated that children are an age category vulnerable to COVID-19. The research reveals that "in the pandemic phase there are several vulnerable age groups, namely; children, pregnant women, and the elderly are among the groups that experience the worst impacts. What are the prevention efforts, the obstacles that might occur in implementing prevention efforts, and what modifications can vulnerable groups make to support social distancing efforts? This research is a logical reference in implementing long-distance chasing as an effort to prevent the transmission of COVID-19.

On the other side, this online model of distance learning is considered less effective when compared to face-to-face learning. This is the same as research conducted by Mulatsih (2020) which found obstacles in online learning at SMA Negeri 1 Banguntapan. "Students find it difficult to understand the material conveyed through the WhatsApp group and there are still those who do not have good internet coverage where they live".

There are several factors that need to be considered in implementing the online model of distance learning, such as the ownership of a gadget (smartphone), internet signal, internet quota, and learning methods that are in accordance with the ability of teachers and students to carry out distance learning. In a study, there was a tendency that distance learning was less effective due to learning patterns that limited the discussion space between educators and students, this was revealed in a study conducted by Mulyadi (2020) at SMK Negeri 3 Yogyakarta. "The obstacle faced in online learning is in the form of a low signal network so that the task has to be submitted repeatedly or even delayed".

As an effort to optimize distance learning at SMAN 1 Pagaden, a study entitled "preliminary diagnostic assessment in distance learning at SMAN 1 Pagaden" was conducted to examine the readiness of students, parents, schools, and teachers in implementing distance learning. This study will examine the cognitive and non-cognitive conditions of students so that distance learning can be applied properly.

B. Method

This research uses descriptive qualitative, namely research methods based on the philosophy of post positivism, qualitative research is used to examine the conditions of natural objects. In this case, the research will focus on matters relating to the readiness of SMAN 1 Pagaden in carrying out distance learning using survey techniques to 613 respondents. The questionnaire is distributed through the Wa Group using google form. The survey was conducted on Class X and XI students, totaling 613 students. From the questions "yes or no" regarding the effectiveness of distance learning presented in google form and the results will be analyzed by means of data reduction, data presentation, drawing conclusions / verification which will give the possibility of drawing conclusions and taking action. The research was conducted at the beginning of the learning process, starting from July to October 2020.

C. Result and Discussion

The research begins by compiling the relevant questions for the diagnostic of the initial conditions of distance learning at SMAN 1 Pagaden. Then the questionnaire was distributed through the WA Group using the google form. The study was divided into three stages, namely examining the readiness of students to carry out distance learning, the psychology of students in facing the pandemic, and the readiness of teachers in carrying out distance learning.

Readiness of Students in Distance Learning

To carry out distance learning, students and teachers are required to have devices to support remote learning such as gadgets (smartphones) based on Android or IOS and laptops.

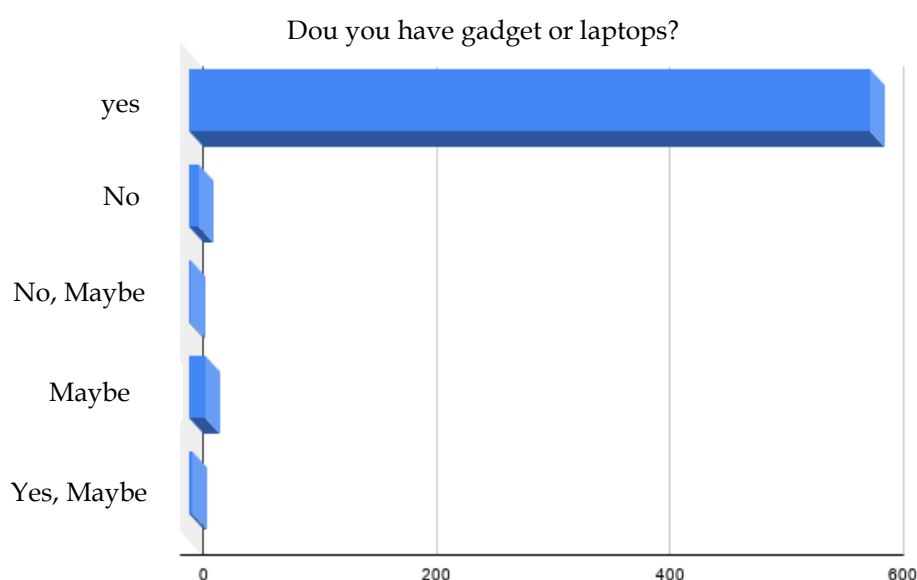


Figure 1. Students who have gadgets (smartphone) or laptops

Students who have facilities that support distance learning are around 95.9%, while those who do not have at all are 1.8% and those who have gadgets but are used by several other family members are 3.1%. This condition is also experienced by other schools that carry out distance learning, such as in a study conducted by Anugrahana (2020) which found that "online learning in its implementation has obstacles, among others; (1), There are some children who do not have devices. (2) There are students who have smartphones but are constrained by an internet connection, so they are hampered in sending assignments because of signal difficulties. (3) Some students do not have their own smartphone, so they have to borrow them. (4) Parents have smartphone but parents work all day outside the house so that parents can only accompany them at night".

Although almost all students at SMAN 1 Pagaden have supporting facilities for carrying out distance learning, there are still around 4.1% students who do not have these facilities so that schools and teachers have to do learning using offline and visiting models.

Internet Signal Affordability

Carrying out distance learning is not enough to have a gadget (smartphone) or laptop but also needs to be supported by a high internet signal. Most of the constraints are

related to the internet signal in the villages which cannot be reached properly. This condition should also become a discussion material to determine a distance learning model that can be applied at SMAN 1 Pagaden.

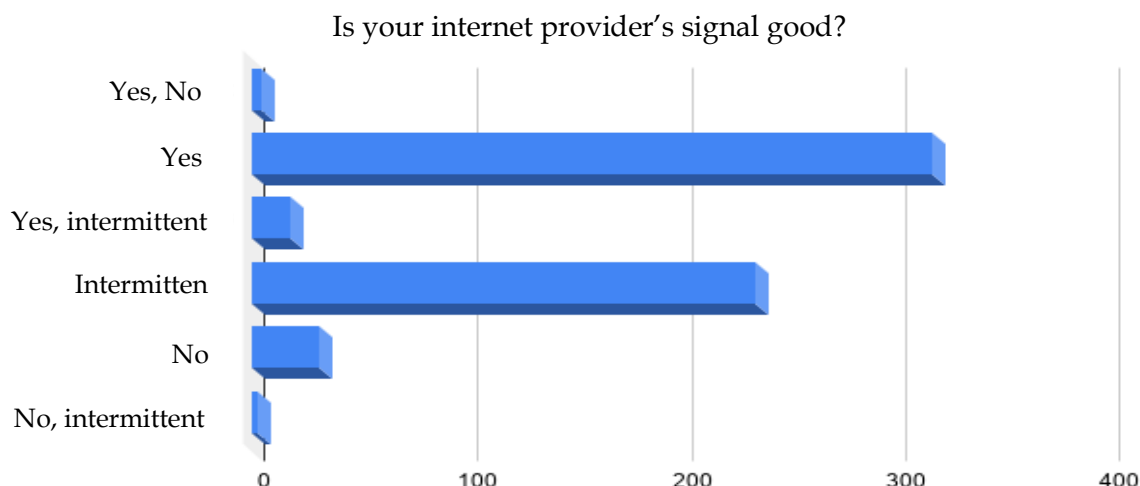


Figure 2. Internet signal condition

Seeing the signal conditions in the student residences, there are still many who have low internet access. Approximately 6.5% of student residences with low internet signal conditions and around 41.9% of student residences have intermittent internet access. Whereas those with good internet coverage are around 55.8%, from this data that distance learning at SMAN 1 Pagaden cannot be done with a zoom meeting model, google meet, cisco webex, or other video conference applications because there are still many students who have access. Internet is not good and it is feared that it will interfere with the continuity of learning when using video conferencing applications. The recommended distance learning at SMAN 1 Pagaden is to use google classroom, Wa Group, offline, or learning applications that do not use video conferencing. The problem of internet signal affordability has also been raised in a journal written by Sadikin & Hamidah (2020) "online learning is not properly supervised during the learning process. Low internet signal and high quota fees are challenges for online learning".

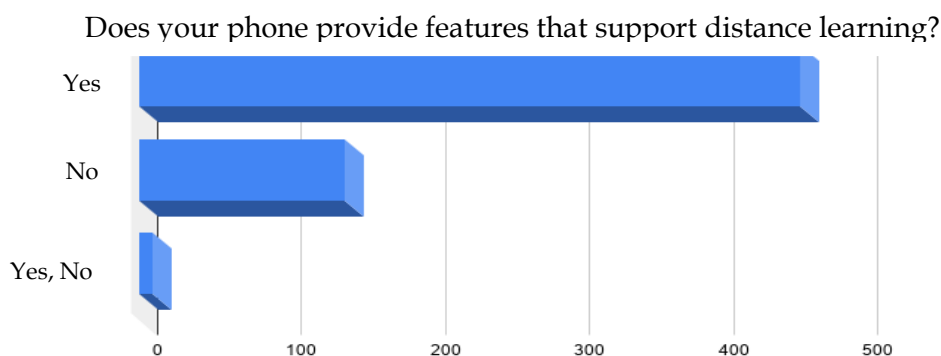


Figure 3. Student gadget (smartphone) condition

About 25% of students who cannot access learning applications that support online learning are due to the condition of the gadget (smartphone) which has low Android

specifications as well as small memory storage space so that they can no longer download other applications. However, about 75% of students already have a gadget (smartphone) with good capacity. As a solution, when learning using video conferencing, the closest student can join students who have gadgets that can do video conferencing, but the number of students who take video conferencing with their friends is only allowed up to a maximum of 3 students.

Effectiveness of Distance Learning

For something new in the learning method, distance learning still needs to be addressed in its technical implementation so that distance learning can be more effective. The effectiveness of distance learning is considered less effective when compared to face-to-face learning, this was stated in the study Abidin et al (2020) that 53% of respondents felt they did not understand online learning material. Meanwhile, 47% of respondents found it easy to understand learning materials conducted online”.

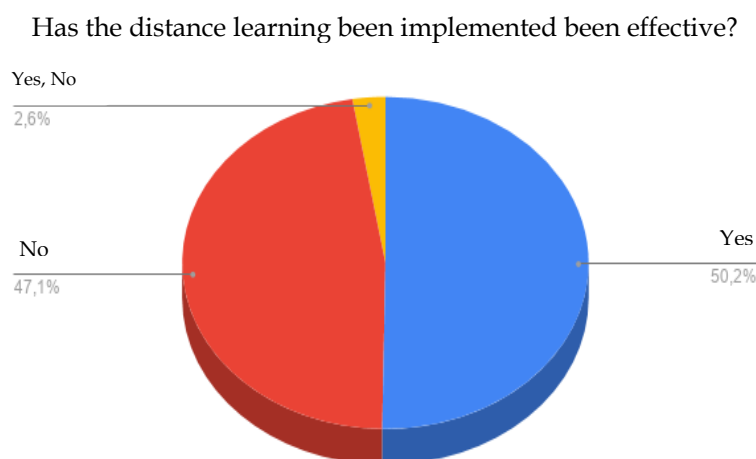


Figure 4. The effectiveness of distance learning at SMAN 1 Pagaden

The results of the google form that were distributed to students of SMAN 1 Pagaden, from 613 respondents stated that the distance learning carried out at SMAN 1 Pagaden who answered not yet effective was 49.8% and those who answered distance learning were effective amounting to 50.2%.

A similar condition is also experienced by most students of SMA Negeri 8 Mataram, as revealed in a study by Susilawati (2020) which states that "online learning conducted at SMA Negeri 8 Mataram considers online learning ineffective, this can be seen the participation of Class X Mia 1 and Class X Mia 2 students towards online learning is still low". To increase the effectiveness of distance learning at SMAN 1 Pagaden, all levels of teachers conduct discussions and coordination to develop strategic steps for learning designs that are in accordance with the conditions of students at SMAN 1 Pagaden.

Distance Learning Based on Student Needs

In carrying out the 5M principle as a form of initial diagnosis, discussions are held with students in order to humanize humans. The discussion room was carried out via google form which students answered directly about distance learning in accordance with the expectations of students of SMAN 1 Pagaden. There are several things that must be

considered in the principle of distance learning (Nindiati, 2020), "namely; assignments, time, and understanding of students and their limitations".

The complaints experienced by most students in distance learning are piling up tasks, so that each teacher is expected to discuss giving assignments alternately to the same class. The most important thing that must be of concern in distance learning is students 'understanding of the material and students' understanding of using learning devices and applications. This expression is very relevant to the research conducted by Rifqi (2020) "in carrying out distance learning one should pay attention to internal collaboration between one field and another and external relations with other higher education institutions that hold online education programs. So that the assignment does not happen at the same time".

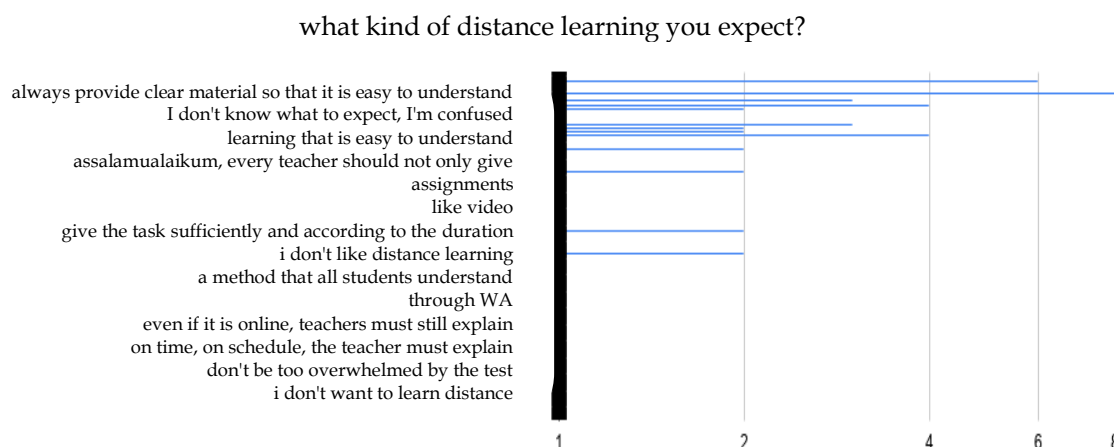


Figure 5. Distance learning based on student needs at SMAN 1 Pagaden

About 1% of respondents stated that students do not want distance learning, they want learning to be done face-to-face. 1,8% of respondents hope that distance learning does not provide many assignments but there is material delivery that is delivered through the google classroom or zoom meeting application. From the results of this survey then it became input for SMAN 1 Pagaden teachers who were delivered through the Deputy Principal for Curriculum Affairs not to assign too many assignments to students, even if there were assignments given students hoped that the teacher concerned had to explain the material first. delivered via google classroom or zoom meeting.

Non-Cognitive Diagnostic Assessment

Non-cognitive aspects of diagnostic assessments are used to determine distance learning strategies and technologies. (Gustafson and Branch in Muhammad, 2018) "in developing media and learning technology are divided into three categories, namely: (1) classroom-oriented models, (2) product-oriented models, and (3) a system-oriented model. (Muhammad, 2018) "Each model has advantages and disadvantages and can be directed according to the type of learning product being developed. For example, if developing a system of distance learning, blended learning or e-learning, the appropriate model is the Dick and Carrey model. The Dick and Carrey model (Aji, 2016) "in the development of a subject it is intended that: (a) at the beginning of the learning process, students or students can know and be able to do things related to the material at the end of the lesson, (b) the existence of linkages between each component, especially the learning strategy and the desired learning outcomes, (c) implementing the steps that need to be taken in planning the

learning design". Furthermore, things that need to be considered in choosing learning strategies are the readiness of students, the ability of teachers, and the availability of learning resources.

In the preparation stage of the non-cognitive diagnostic assessment, there are several things that must be prepared by the teacher, namely making aids that describe students' emotions. Then add the question what are you feeling? and how do you feel while studying at home?

The next step is to make a list of key questions regarding student activities, such as 1) What were your activities while studying at home ?; 2) The most pleasurable and unpleasant things ?; 3) What are your hopes ?. In the implementation stage students are asked to express their feelings while studying at home and explain their activities through storytelling, drawing, and writing.

Diagnostic assessment is needed, considering that learning activities at home are very vulnerable to dropping out of school, the learning achievement gap is widening, the impact of stress on students, and learning loss.

COVID-19 not only threatens the health sector but also threatens economic activities which can lead to higher unemployment. (Maryanti et al, 2020) "The weakening of the economic sector can have a direct impact on the dropout rate. So that the government is expected to be able to provide subsidized assistance for small and medium-sized economic people who are affected by COVID-19".

What do you feel right now

Why is an preliminary diagnostic assessment necessary? Namely, to determine the psychological condition of students by asking questions, such as those written in a pocket book (Setiawan, 2018) "Who are our students? What answer did you find? our students are people who have an obligation to go to class from morning to evening. Our students are the ones who have to sit quietly listening to the teacher speak. Our students are people whose presence makes the role of the teacher meaningful. Our students are people who are needed to attend so that our institution can be called a school. Sometimes our students' behavior can offend our profession as teachers. Students are people who need to learn. The student is a person who must respect the teacher. Students are people who have to study diligently so that their test scores don't interfere with our existence as teachers. Some of our students are people from the poor, so their abilities are limited. Some of our students are people from the rich, so their attitudes are spoiled. Is there your answer in one of the alternative answers above? or you have a different answer"?

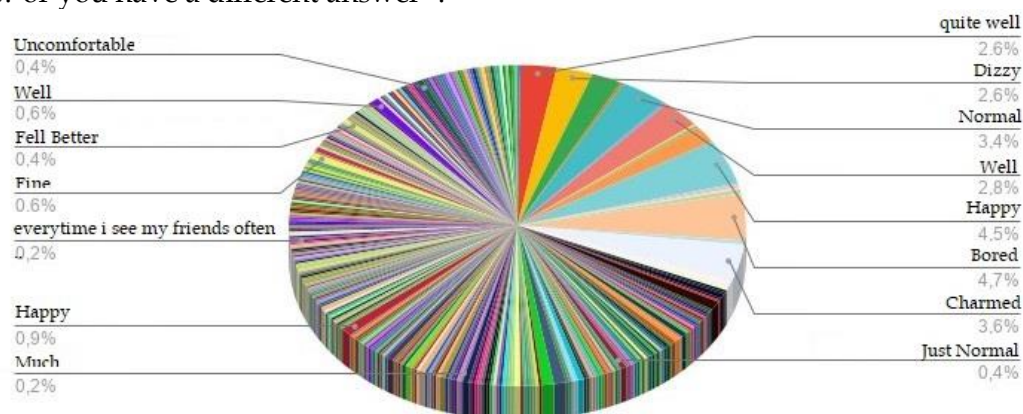


Figure 6. What students of SMAN 1 Pagaden feel when learning distance.

Various expressions felt by students of SMAN 1 Pagaden in carrying out distance learning. This unusual situation resulted in students having to study at home using online, offline, or integrated learning models. When carrying out distance learning students experience various expressions, such as students who feel bored with learning with distance learning amounting to 0.4%, as many as 6.4% of respondents said they felt fine during this pandemic, around 9% of respondents stated happy in the face of a pandemic situation, and those who expressed boredom with a pandemic situation that caused learning to be done remotely amounted to 8.1%.

How to Feel When Studying at Home

The atmosphere of studying at home and learning face-to-face at school will of course provide a different experience. The learning atmosphere in the classroom students can interact directly with the teacher and their friends, students can gather and joke when learning is carried out at school.

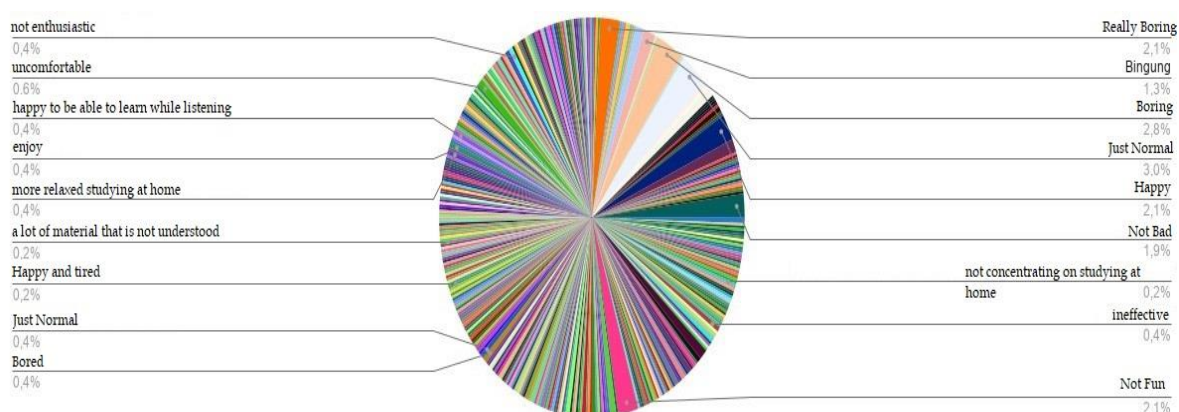


Figure 7. Student response of SMAN 1 Pagaden when studying at home

From the graph above it can be seen that there are students who feel confused about this pandemic situation, students who feel confused based on the graph above are 1.3%. Students who stated that they were bored while studying at home were 5.5%, for respondents who said they were uncomfortable were 8.3%, and various other experiments such as; taken casually, a lot of material that is not understood, and taken casually. In this case the majority of respondents expect to learn face-to-face immediately by implementing strict health protocols. The same anxiety occurs with other students as in research (Oktawirawan, 2020) "Various attempts have been made by the students to overcome the anxiety they are experiencing. For example, students try to study independently, do the best they can, discuss with friends and teachers in order to be able to understand the material well. Students also try to be patient, encourage themselves, and pray for strength in undergoing online learning. Other activities undertaken to reduce anxiety are sleeping, listening to music, watching television or movies, playing games, eating, drinking coffee and exercising".

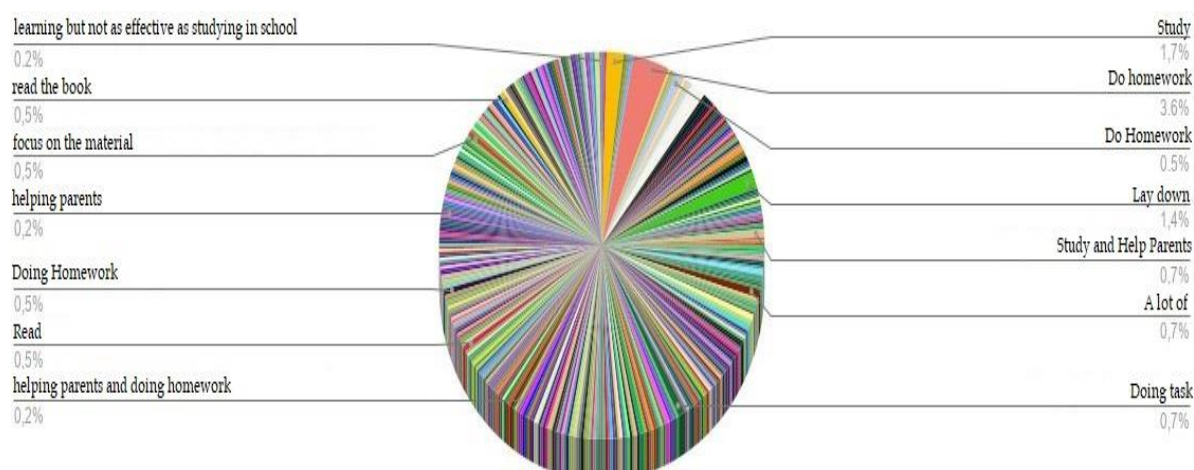


Figure 8. What are the students' activities while studying at home.

As much as 2.9% of respondents said that while studying at home the activities of students were studying and reading, students who studied and helped their parents at home amounted to 1.9%, and as much as 1.6% of the respondents stated that while studying at home they only played. Looking at the data from the graph shows that during this pandemic period students in studying at home experienced many psychological situations. So it is expected that the Counseling Guidance and teacher class can play an active role in providing motivation to learn. Of course the decreased student motivation is not only experienced by students of SMAN 1 Pagaden but this situation also occurs in various places, as described in the study (Cahyani et al, 2020) "The condition of the online learning environment requires that students to study in their own homes, teachers cannot assist and educate students directly so that teachers cannot take actions such as giving gifts, praising, reprimanding, punishing, and giving advice. Whereas the teacher's actions can strengthen students' intrinsic motivation.

Descriptive data shows that out of 344 students 52.6% of them admit that their enthusiasm for learning has decreased during online learning. The conditions for learning at home are certainly different from those in the classroom. At home, students must be able to do learning independently and maintain the quality of their learning so that what learning material can be understood effectively.

D. Conclusion

Distance learning which is carried out at SMAN 1 Pagaden, Subang Regency, is considered ineffective, respondents who stated that distance learning is quite effective is only 49.8%. Students expect the learning to be carried out face-to-face by applying very strict health protocols.

For students who experience problems in carrying out distance learning such as not having gadgets, kouta, low internet signal. Provided guidance and material through homevisit activities with a small group outdoor class model.

Teaching and learning activities are usually carried out face-to-face, but during this pandemic, learning is carried out by distance learning. This unusual concept requires a lot of habituation for both teachers and students. For teachers, it is advisable to participate in many webinar activities regarding the implementation of distance learning so that they have

a lot of understanding and strategies for implementing distance learning which are expected to have an impact on student learning motivation during this pandemic.

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Policy Formulation and Adoption of Revised Islamic Education Curriculum as stated in the Decree of Religion's Ministry (KMA) Number 183 of 2019

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Abstract: The stages in making the education policy process by Formulation and Adoption process. The policy formulation is intended for the best problem solving derived from various alternatives or existing policy options. The problem of revision of the Islamic Education curriculum is one of the solutions for handling radicalism in Islamic Religion Education (IRE) curriculum from several policy options including the elimination of jihad and caliphate material, changing subjects, transferring caliphate material to subjects of Islamic cultural history, while Jihad material is more directed towards a seriousness to do best activities. After choosing the best policy, it needs to be legitimized so that the decision is well received because it is in accordance with the procedures applicable to the general public and political or moral values. The policy for revising the IRE curriculum is contained in Decision of Religion Ministry no 183/2019 and endorsed by the Ministry of Religion in the field of Islamic Education, so that it becomes the best guideline in national and state life by maintaining national security stability.

Abstrak: Tahapan dalam pembuatan proses kebijakan pendidikan adalah formulasi dan adopsi. Formulasi kebijakan dimaksudkan untuk pemecahan masalah yang terbaik yang berasal dari berbagai alternatif atau pilihan kebijakan yang ada. Permasalahan revisi kurikulum Pendidikan Agama Islam (PAI) /Islamic Religion Education (IRE) merupakan salah satu solusi penanganan radikalisme dalam kurikulum PAI dari beberapa pilihan kebijakan diantaranya penghapusan materi jihad dan khilafah, penggantian mata pelajaran, pengalihan materi khilafah ke mata pelajaran sejarah kebudayaan Islam, sedangkan materi Jihad lebih diarahkan kepada kesungguhan untuk beramal. Setelah dipilih kebijakan yang terbaik, selanjutnya perlu dilegitimasi supaya keputusan tersebut diterima dengan baik karena telah sesuai berdasarkan prosedur yang berlaku pada masyarakat umum dan nilai-nilai politik atau moral. Kebijakan revisi kurikulum Pendidikan Agama Islam tertuang dalam peraturan Keputusan Menteri Agama (KMA) no 183 tahun 2019 dan diabsahkan oleh Kementerian Agama bidang Pendidikan Islam, supaya menjadi pedoman terbaik dalam kehidupan berbangsa dan bernegara dengan menjaga stabilitas keamanan nasional.

A. Introduction

After incident of attacking terrorist in September 11, the President of George Bush announce new catchword of war against terrorism (Arif et al, 2017). He called for global participation against terrorism and declared that the September 11 terrorist attacks as 'the war of the first war of the twenty-first century'. Radicalism has become a threat in the diversity of nation and state, this is caused by a lack of tolerance toward diversity that has become a natural tendency. This radicalism originated from an understanding about religion, which gave rise to a fanatical attitude which assumed that their religion is the only true religion in the word (Rohman & Nurhasanah, 2019).

Actually, Terrorism is a product of the radicalization process, the massive effects of radicalization ideology have resulted in an increase in the threat of terrorism in all over the world (Tahaj & Logahan, 2019). In Indonesia, both since the era of independence, the old order, the new order and even the era of reform, radicalism has developed rapidly with different forms. The escalation of bombing appeared more massive in the post-reform era because the efficiency of freedom was everywhere and the government was not too strict in controlling NGOs (non-governmental organizations) and other social organizations. Quoted from Endi (2010), starting from the 1999 Ramayana Jakarta Department Store Bombing, the Kelapa Gading Mall Bombing, the Hayam Wuruk Plaza Bombing followed by the 2000 Bombing at the Philippine Embassy Bombing (1 August 2000), the Malaysian Embassy Bombing (27 August 2000), The Bursa Efek Bomb (September 13, 2000), and the Christmas Eve bombing (December 24, 2000), in the following year, the bombings were more numerous and the explosions were bigger.

The increase in the threat of terrorism in Indonesia can be seen from the large number of victims who fell, namely as many as 35 police died and 67 police were injured in an effort to fight terrorism in the 2014 to 2015. From a total of 171 terrorism acts that have been successfully revealed. During 2000 to 2015, there were 1,064 suspected terrorists who had been arrested (Tahaj & Logahan, 2019). Even in all over the world, According to the global terrorism database¹, terrorist groups killed roughly 43,412 people in 2014, rising from 22,211 in 2013 and 3,329 in 2000 (<http://www.start.umd.edu/gtd/>).

Usually terrorists have certain targets to launch their attacks, namely government centers, offices, malls, embassies, airports, places of worship, and public places such as schools, markets, tourist attractions and other places. Bradford and Wilson (2013) suggest that children and educational institutions may be particularly vulnerable to terrorism because they are "soft targets" – typically unguarded sites of congregation that provide an opportunity for mass casualties. The 213 attacks reported between 2005 and 2009 rival the 170 that took place during the preceding 35 years. Again, this analysis does not intend to conflate reports with actual incidence, but the the most recent period alone, between 2010 to 2014, the number of terrorist incidents involving child-serving schools has already surpassed the previous 5 years, threefold (START, 2016).

Salafi Jihadi has been widely accused of being the actor behind terrorist acts in various parts of the world (Syauquillah & Faton, 2019). In Indonesia, acts of terror are generally carried out by parties who have relations with the Salafi movement who have transmissions at the regional and global levels. The Salafi movement literature originating from the middle east, accompanied by political dynamics and conflict in the middle east, has become the light of the radical movement in Indonesia. Along with changes in the social and political order, especially after the arrival of young Arabs from Hadramaut Yemen to Indonesia who brought a new ideology to their homeland, helped change the constellation

of muslims in Indonesia (Asrori, 2019). They carry a stricter and intolerant ideology, this is influenced by the Maliki school that was adopted and introduced by Muhammad bin Abdul Wahab or Wahabi, which is currently the official ideology of the Saudi Arabian government.

Medeline Albright, Secretary of AS' county, said that from thirty of the world's most dangerous terrorist organizations, more than half of them are religious groups (Edyar, 2017). They have religion such Islam, Jew, Christian, Buddhist etc but sometimes they have different with other socities, they have special group and special doctrine that they are only them themself which is right, others are wrong and even must be killed.

Every religion has content or material that is taught usually in School, In Islam, the place for studying content of religion is called Madrasah. But unfortunately After the September 11, 2001 terrorist attacks, as there was a growing perception that terrorism in the Middle East, Central, and Southeast Asia region is fueled by these madrasah. These traditional schools were alleged to seed the religious extremism among their students. Islamic religion and its teaching were misunderstood as a religion which propagates its followers to regard non-Muslim as enemy and a threat to the Islamic religion (Khan, 2005). The misconception of Islamic teaching, such as the concept of jihad, religious freedom and minority rights under Islamic law, has been identified as the main reasons that contribute to a clash between the Islamic civilization and the modern world order (Ahmed 2007). In Indonesia, for example, there is allegation that the terrorism activities are headed by certain Muslim clerics, such as Abu Bakar Bashir, who are also the founders and teachers of the traditional religious schools (Arif et al, 2017).

Edyar (2017) in his article quoted Ahmad Syafi'i Mufid that Terroris groups can be identified in Indonesia by: a) assuming that Indonesian government as thogut, B) rejecting Indonesia Raya's song and respect the flag, C) having strong emotional bonding rather than emotional bonding to family, college and work, D) recitation and caderisation are done in private, E) pay the ransom for sin, F) dressed as typical in cinkrang and bearded also veiled for women, G) Muslims outside their group are considered ungodly and pagan before they hijrah, and H) reluctant to hear lectures of people outside their group.

With the proliferation of massive radicalism, the solution approach for each government is different. There is a persuasive approach as well as a military approach to avoiding the impact of even greater damage. In the last 6 years, the approach to handling radicalism has been more comprehensive and more massive, not only with military, social, cyber control (social media) approaches but also entering the areas of education, recitation, Islamic boarding schools and even the Islamic religious curriculum.

In the legal aspect, there are also improvements to binding and entangling regulations so that they can control Islamic organization that can endanger the security of the state. The government made Law number 2 of 2017 as a substitute for government regulations. The content of the regulations is to revise the regulations if there are mass organizations that endanger national security and defense. As a follow-up to this Law, through the Director General of General Legal Administration of the Ministry of Law and Human Rights, Freddy Harris, to be precise On 19 July 2017 Hizbut Tahrir Indonesia was officially dissolved by the government (Ahmadi & Prasetyo, 2005). Although Hizbut Tahrir Indonesia HTI has shown its existence in Indonesia for approximately 40 years, and has spread to all provinces in Indonesia. The next step, the government is even firmer in fighting terrorism and radicalism, namely with Ulama certification, which means that scholars are given a certificate of eligibility for lectures for their competence, monitoring recitation and Friday sermons in mosques, calling for improvements to the pesantren curriculum to be free

from radical teachings and prohibiting civil servants from wearing trousers. veiled and veiled.

It is not enough that all exam materials at madrassas some time ago that contain content from the caliphate and war or jihad have been ordered to be withdrawn and replaced. This is adjusted to the provisions of the assessment regulations stipulated in the Decree of the Director General of Islamic Education Number 3751, Number 5162 and Number 5161 of 2018 concerning Guidelines for Assessment of Learning Outcomes at MA, MTs, and MI. (Republika.co.id, Saturday, 07 Dec 2019). The reason is that currently there is a need for moderation in religion, especially Islam as a manifestation of the Decree of the Director General of Islamic Education. Then the elimination of the terms khilafah and jihad was emphasized in the Circular Letter B-4339.4 / DJ.I / Dt.I.I / PP.00 / 12/2019 on December 4, 2019.

In the Jabar Express online newspaper on Wednesday, November 13, 2019, the Ministry of Religion remodeled 155 titles of Islamic religious textbooks about the caliphate so that it reaped the pros and cons. Overhaul will be carried out all religious textbooks starting from grade 1 elementary school to grade 12 high school. This is intended to prevent radicalism. The Ministry of Religion then instructed to withdraw all subjects containing the content of the caliphate and jihad.

This decision by the Ministry of Religion was rejected by the deputy chairman of Commission VIII House of Representatives (DPR) from the Golkar faction, Ace Hasan Syadzily. The Minister of Religion (Fachrul Razi) does not need to remove teaching content about the caliphate and jihad in Islamic religious lessons at madrassas (CNNIndonesia.com, Monday (9/12). radical understandings, the method is not a complete elimination of material, because if this is done, according to him, it will cover up the history that has occurred in Islamic civilization.

This situation has received the spotlight for Islamic activists, especially in the development of civil disunity in the 2019 tajhun which still has scars after the political events of the Presidential and Pilkada elections and other issues that continue to rage incessantly. With the revision of the IRE curriculum by eliminating the content of Jihad and the Khilafah, it made conditions uncomfortable for Muslims. So that it adds to the belief that the government is as if the Muslim Ummah is being cornered and is the source and nest of terrorists.

The change/revision of the Islamic Education curriculum is contained in the Decree of the Minister of Religion (KMA) No. 183 of 2019 concerning Guidelines for Islamic Education Curriculum and Arabic in Madrasas and KMA No.184 of 2019 concerning Guidelines for Implementing Curriculum in Madrasas. Is it true that in the name of the deradicalization project, a policy of ulama certification, supervision of mosques and majelis taklim was adopted, and now there are changes to the curriculum regarding caliphate and jihad materials?

This study does not specifically address the problem of radicalism, but analyzes the formulation and adoption of the IRE curriculum revision policy making. What are the considerations, how urgent the problem is and who is the decision making and what are the preferences? and how is the legalization of the Islamic Education curriculum revision for Indonesian citizens, especially education people?

As an inspiration and comparison with the study of this title, several journals related to this theme were taken, namely as follows:

1. Radicalism in Indonesia: between historicity and anthropicity by (Asrori, 2019) which explains the grassroots of radicalism, history and how to deal with terrorist actors in both military and military forms.
2. Dissolution of Hizbut Tahrir in Indonesia in a socio-political perspective by Prasetyo (2019) explains that HTI is formally juridical and has been dissolved but according to the socio-political aspect, ideology will continue to be unstoppable, but HTI in Indonesia does not carry out violence in its preaching. Although the movement is against the ideology of Pancasila.
3. Formulation of government policies regarding the establishment of regional owned enterprises (Bumd), limited liability companies (Pt), mass rapid transit (Mrt) Jakarta in DKI Jakarta Province by Bintari and Pandiangan (2016) from the Department Governmental Science, Faculty of Social and Political Sciences, Padjadjaran University. There are 4 stages of formulation carried out so as to produce a policy for the formation of BUMD PT MRT Jakarta, namely formulation of problems, agenda setting, selection of alternative policies to solve problems and the stage of determining policies. Slow decision-making regarding the construction of the MRT has influenced the formation of PT MRT Jakarta.
4. Formulation of free education policy for Pelalawan district in 2013 by (Anwar and Darwis, 2015) from the Governmental Science Study Program, Faculty of Social and Political Sciences, Riau University. He analyzed these problems using Jeffrey. Frieden's (2000) frame of mind: first, formulating or identifying actors and their goals, second determining actor policy preferences, third determining how they group themselves, and fourth following their interactions with other social institutions.
5. Concepts and theory studies of public policy formulation by (Muadi et al, 2016), experts from various universities stated that there are many models of public policy formulation with various advantages and disadvantages.

In this study, it remains focused on how the process of formulating and adopting the Islamic Education curriculum revision policy number 183 in 2019.

B. Method

To discuss this study, a descriptive qualitative method is used which means analyzing the problem and then describing the problem clearly from a library research with metaphysical realism as the approach (Muhadjir, 1996). The data sources of this research are journals, newspapers, and literature books related to policy decision making, both in the context of education and in the context of government. The background to the majority of problems is obtained from online newspaper sources, government regulations as well as from journals related to radicalism, jihad and the caliphate. Then the problem uses qualitative data analysis simultaneously, namely categorization, data reduction, data presentation, and drawing conclusions or verification (Miles and Huberman, 1992).

C. Result and Discussion

In taking a policy such as the Islamic education curriculum revision policy, the stages must be passed first. Winarno (2012) suggests an agenda for the stages of public policy, namely:

1. Agenda Development

Agenda setting is a very strategic phase and process in the reality of public policy. The formulation of the policy agenda must be done based on the urgency and essence of the policy, as well as the involvement of stakeholders. Some that are set into the agenda must consider the agenda: 1). has reached a certain critical point if ignored, will become a serious threat; 2). having reached a certain level of particularity will have a dramatic impact; 3). concerning certain emotions from the point of view of the public interest (mankind) and receiving mass media support; 4). reach a very broad impact; 5). questioning power and legitimacy in society; 6). Concerning a fashionable issue (difficult to explain, but easy to feel its presence). Those are the criteria for issues that can be used as a public policy agenda (Kimber, 1974; Salesbury 1976; Sandbach, 1980; Hogwood and Gunn, 1986).

Judging from the criteria for issues raised by Kimber in nos. 1 and 2, it can be ascertained that the revision of the IRE curriculum is very urgent because if it is ignored it will become a serious threat to the stability of state security due to the birth of massive numbers of new, highly educated terrorists.

2. Policy formulation

Issues that are already on the policy agenda are then discussed by policy makers. These problems are defined so that the best solution to the problem is sought. The solution to the problem comes from various alternatives or existing policy options.

The problem of Islamic education curriculum revision is one of the solutions for handling radicalism in the IRE curriculum. In the content of the IRE curriculum, there are jihad and caliphate material, if the material is used by irresponsible people, it is possible to become an easy ground for teachers to indoctrinate students with the provision of jihadist verses that are interpreted to disbelieve other people, legalize their blood and may be allowed to rebel against a government that is legitimate. In addition, it is possible that the doctrine of the caliphate and the doctrine of jihad is instilled in hatred against the state which is then eager to establish a state by unifying with other countries into one unit (trans national).

But also the material of jihad and caliphate is the material that actually exists in Islamic teachings, if then this material is removed completely it will cause great upheaval. And in turn the Ummah is completely ignorant of the concept of Islam as a whole which includes all aspects of life including the fields of struggle in terms of politics, social economy and culture.

Some alternative choices of curriculum content regarding jihad and caliphate are that the material is completely eliminated and these subjects still exist, change the overall content of the IRE curriculum to replace it with a completely new one, or still exist but with a non-radical interpretation. This alternative should be considered with various risks. If there is a risk, the effect of that risk is not too big.

Unfortunately, before issuing a policy, the officials issued a statement that there would be a withdrawal of 155 books to be revised containing jihad and caliphate content, it

is clear that the Ummat at that time was already tired of the post-presidential and regional election conflicts, the issue became heated and drew various criticisms and spotlight sharp.

The issue heated up when there was an official circular letter for the elimination of the terms khilafah and jihad written in Circular Letter B-4339.4 / DJ.I / Dt.II / PP.00 / 12/2019 on December 4, 2019 regarding instructions for withdrawing all subjects containing content caliphate and jihad. Because it was viral and received very sharp criticism, the Ministry of Religion then provided an explanation that there was no deletion of the material but rather a diversion. The subject of the caliphate was originally in the subject of Jurisprudence and shifted to the Islamic Cultural History (ICH) with the aim of providing insight into the diversity of government systems. These changes are contained in the Decree of the Minister of Religion (KMA) No. 183 of 2019 concerning Guidelines for Islamic education curriculum and Arabic in Madrasas and KMA No.184 of 2019 concerning guidelines for implementing curriculum in Madrasas.

With the issuance of KMA letter No. 183, it becomes the best way to determine policies in accordance with the theory. Policy formulation states that the risks taken are not too big get the spotlight of the contra society. The Ministry of Religion transferred the concept of khilafah to historical subjects to prove that there is a historical perspective khilafah, although certain circles were not satisfied because it was previously in the scope of the subject of Fiqh which means that syari'at/ teachings must be carried out. Meanwhile, the term Jihad is limited to only telling the persistence of the Prophet and his companions who tried hard to worship and find a living in the world for their worship. But for some circles there were protests because it obscured the real situation about Jihad. The Ministry of Religion takes a middle path, Jihad still exists only in the level of not conflict, violence but at the level of being serious about seeking knowledge and giving charity.

The curriculum revision policy formulation can also consider some of the opinions of experts, namely the incremental theory, which states that public policy is a variation or continuation of past policies so that it is necessary to maintain the good performance that has been achieved, this theory has a pragmatic nature (Tilaar & Nugroho, 2008). In terms of the content of the IRE curriculum, most of them are quite good by adjusting the concept of the 2013 curriculum, although there are many things that need to be improved. So Islamic education subjects in madrasah should not be removed but those that are considered less relevant to the situation should be reviewed.

The second analysis knife is to consider the formulation of the Islamic education curriculum revision policy using democratic theory, this theory mandates that the government in making policies, its constituents, and beneficiaries be accommodated. In short, all the stakeholders involved from Islamic organizations, Muslim activists who are pro and contra, representatives of teachers and supervisors, curriculum experts and national defense experts sit together to reach an agreement on the solution to the problem of IRE curriculum content which is considered to endanger the stability of state security. If the theory is carried out properly with sincerity and mutual interest, each party has an obligation to participate in achieving policy success because each party is responsible for the formulated policy.

The third analysis that becomes a consideration for curriculum revision is to use strategic theory, namely strategic planning which requires extensive collection of information, exploratory alternatives and emphasizes future implications with current decisions. This study involves only a few experts in identifying and solving issues, as well as assessing the impact on the environment outside and within the organization and is

action-oriented. Strategic planning is intended to think strategically and develop effective strategies, clarify future directions, create priorities, make decisions now with regard to future consequences.

The theory above mostly explains how considerations are in making policy formulations. It is also good for us to analyze from the perspective of observation as someone outside the policy maker to see objectively and in detail about who, what and what purpose the policy formulation was made. Frieden (2000) proposes four thinking frameworks to see the formulation of policy, namely: first, to formulate or identify actors and their goals, second to determine actor policy preferences, third to determine how they group themselves, fourth to follow their interactions with other social institutions.

3. Involved Actors

The Islamic Education curriculum revision policy ensures that there are parties involved in it both in the initial formation of regulations, the process of forming regulations, up to the enactment of these regulations. These actors are assumed to be Muslim religious experts, consultants, curriculum developers, bureaucrats, lawyers and others.

These actors must act ideally as what the ummat voices, but the unity and integrity of the nation must also be considered, lest conflict escalate and radical seeds grow massively in formal and state institutions. students. Even if there is the concept of jihad and caliphate, it must be taught in universities so that students can respond wisely. These actors act and think to maximize the benefit, safety, comfort and and make the best calculation of profits and losses.

4. Actor Preference in Formulating Policy

All citizens, regardless of religion, ethnicity and color, want peace and a comfortable life without violence and coercion from anyone. Likewise, the actors who formulated the revised formulation of the IRE curriculum have the aim that the life of the nation and the state is not torn apart, does not suspect each other, lives in harmony in the state container Pancasila with multicultural principles.

In addition, the Ministry of Religion as a representation of the state and government is obliged to attend and carry out the state's function as a fortress of defense and security, as a function of regulation and justice, as a function of prosperity and welfare. The latter function will not be realized if the state is in instability.

5. The Social Basis of Policy Actors

In making the process of formulating the Islamic Education curriculum revision policy, the actors of this policy should look at their educational background, mass organizations, track record, ethnicity and even culture. Even though it consists of various different understandings, due to differences in backgrounds, mass organizations and cultures, the actors who make this policy formulation have the same goal, namely to create IRE curriculum content that does not make noise and become a big problem in the future. Because students now are the successors of future leadership.

6. Resources owned by actors

The mechanism for the formulation of the Islamic education curriculum revision policy involved several actors, both from the Ministry of Religion bureaucrats, scholars from universities, Islamic activities and representatives of Islamic organization who interacted with each other in drafting the decision even from different backgrounds. The parties involved in the formulation of this policy understand the risks and what are the benefits for the survival of citizens both in the short term and in the long term.

In terms of the process of formulating the Islamic education curriculum revision policy, the actors, both from scholars, bureaucrats, representatives of mass organizations, and Islamic activists have their respective resources. Scholars are elements of higher education, bureaucrats are elements of the Ministry of Religion, representatives of Islamic organization are representatives of the majority of the people, and Islamic activists are representations of vocal voices that emerge from the community. Actors are all the best resource accusers who can make wise decisions.

Apart from these actors, the National Agency for the prevention of terrorism is also involved in its duties according to presidential regulation of the republic of indonesia number 46 year 2010 which formulates policies, strategies and national programs in the field of counterterrorism covering preventive measures, protection, deradicalization, action and national preparedness.

After reaping harsh criticism and going viral in the mass media, regarding the review of 155 books, eliminating the terms jihad and khilafah, and objections from House of Representatives (DPR) members through hearings with the Ministry of Religion. Then there was a change in policy, namely there was no elimination of material but the transfer of material from the caliphate which was originally in the subject of Jurisprudence to the Islamic Cultural History (ICH) directed as an insight into the diversity of government systems. These changes are contained in the Decree of the Minister of Religion (KMA) No. 183 of 2019 concerning Guidelines for Islamic Education Curriculum and Arabic in Madrasas and KMA No.184 of 2019 concerning Guidelines for Implementing Curriculum in Madrasas. This new curriculum will be used starting from the 2020/2021 Academic Year.

The Acting Director General of Islamic education at the Ministry of Religion, Kamaruddin Amin ([https://www.medcom.id/pend Pendidikan/](https://www.medcom.id/pend/Pendidikan/)) revealed that the KMA did not completely change the contents of the previous curriculum contained in KMA 165/2014. perfecting several Core Competencies (KI) and Basic Competencies (KD), "he said in Jakarta, Monday (13/7/2020).

There are three equations for the two KMAs. First, the equality of subjects. The madrasah curriculum consists of Quran Hadith, Akidah Akhlak, Jurisprudence, Islamic Cultural History (ICH) and Arabic. The second equation, said Kamaruddin, is still using the principles of learning in the 2013 National Curriculum. The third equation uses the principles of assessment that apply to the enhanced 2013 National Curriculum.

The refinement of this curriculum is based on the results of research on Religious and Religious Education at the Ministry of Religion Research and Development Center (Puslitbang) which found that there are several overlapping material structures between levels and between classes. This study also assesses that the formulation of competency levels is still too low. Another finding is that Arabic material is considered to be structuralist.

Based on these weaknesses, the curriculum in madrasas must meet the needs of 21st century education development, the need for character building for the Indonesian nation as a global citizen, and the achievement of the vision of a Sovereign, Advanced, Just and

Prosperous Indonesia. In detail, there are eight focuses on improving the IRE curriculum revision, namely:

- a. Reorganizing the distribution of materials that overlap between levels and between classes.
- b. The formulation of improved competency levels to equip higher level students in critical and innovative thinking. So that the MI competency level is increased by almost 30 percent of KD with level C4, MTs 70 percent and MA 90 percent at levels C4 to C6.
- c. Arrangement of continuity and harmony of formulation between KD 1 Spiritual Attitude, KD 2 Social Attitudes, KD 3 Knowledge and KD 4 Skills.
- d. Strengthening Islamic education and Arabic subjects in the aspects of religious attitudes and skills rather than knowledge or cognitive.
- e. Strengthening Islamic education subjects and Arabic to generate students' confidence and appreciation in proving that Islam is a religion that is very relevant to the progress of contemporary life.
- f. Strengthening Islamic education subjects and Arabic as an introduction for students to become Indonesian citizens who live in diversity.
- g. Changes in Arabic language material, especially improvements in the presentation and approach methods used so that it emphasizes more on a functional rather than a structural approach.
- h. Improving the depth of curriculum material for Islamic education subjects at Madrasah Aliyah (MA) with special interest in Religion, as well as the use of Arabic language in teaching IRE and Arabic in the MA Religious Program.

7. Policy Adoption / Legitimacy

The purpose of policy legitimacy is to authorize the basic processes of government. According to Silalahi in Ali Imron (Wisdom of Education in Indonesia, 2002), Legitimacy comes from the word legitimation which means: a specific process in which government programs are authorized or endorsed. Legitimacy can also mean the principle that shows the acceptance of decisions of government leaders and officials by (most) the public on the basis that the acquisition of leaders and the exercise of power is in accordance with procedures that apply to the general public and political or moral values.

In the context of the policy of revising the Islamic Religious Education curriculum, the most appropriate legitimate measure is by the Ministry of Religion in the field of Islamic Education, citizens should follow the directions and government regulations that have been established in accordance with official procedures based on the principle of deliberation.

Legalized policy formats are usually recorded and written down for guidance by interested parties. The form of this education policy is usually in the form of education laws, instructions, government regulations, court decisions, ministerial regulations, and so on regarding education. The format of the IRE curriculum revision policy is contained in KMA regulation no 183/2020.

The policy of KMA regulation No. 183 must first be legitimized. This is understandable because the results of these policy formulations need to be recognized by the public. And, the recognition is made by the general public through community representative institutions. The issue of the IRE curriculum revision policy was born after a

hearing of members of the House of Representatives (DPR) who rejected the elimination of jihad and caliphate material, then the Ministry of Religion improved the content of the IRE curriculum so that the birth of KMA No. -Critical notes at the hearing. So it can be seen that the policy has received recognition from the public because House of Representatives (DPR) members approved it. The more people who participate actively in its implementation, the more successful this policy is.

The form of public recognition of wisdom, among others, is through endorsement. Validation is a process in which the formulated educational policies are validated. Thus, after the formulation of the policy has received recognition from the public, the policy can be interpreted as valid, in other words the policy is declared to be enforceable.

Despite reaping the pros and cons and taking a tortuous journey, the Islamic Education curriculum revision policy can fulfill the principles of policy theory on the benefits of legitimacy, including:

1. Creating political stability and social change.
2. Troubleshoot faster.
3. Reducing the use of targets for physical violence.
4. Expanding the field of welfare or improving the quality of welfare.

D. Conclusion

From the above explanation, the conclusions of the policy formulation for the revision of the Islamic Religious Education curriculum are as follows, namely:

- a. The pros and cons of eliminating the content of the caliphate and jihad in the Islamic Religious Education books and curriculum have been viral in the mass media, so members of the DPR (People's Representative Council) have asked for improvement.
- b. Incremental policy formulation theory states that public policy should maintain the good performance that has been achieved, this theory has a pragmatic nature (Tilaar and Nugroho, 2012). In terms of the content of the IRE curriculum, most of them are quite good by adjusting the concept of the 2013 curriculum, although there are many things that need to be improved. So Islamic Education subjects in madrasah should not be removed but those that are considered less relevant to the situation should be reviewed. The democratic theory mandates that the government in making policies accommodates its constituents and policy beneficiaries. In short, all the stakeholders involved from Islamic organizations, Muslim activists who are pro and contra, representatives of teachers and supervisors, curriculum experts and national defense experts sit together to reach an agreement on the solution to the problem of IRE curriculum content which is considered to endanger the stability of state security. If the theory is carried out properly with sincerity and mutual interest, each party has an obligation to participate in achieving policy success because each party is responsible for the formulated policy. Strategic theory emphasizes strategic planning by requiring extensive collection of information, exploratory alternatives and emphasizes the implications of the future with current decisions. Strategic planning is intended to think strategically and develop effective strategies, clarify future directions, create priorities, make decisions now with regard to future consequences.
- c. Legitimacy means the principle that shows acceptance of decisions by government

leaders and officials by (most) the public on the basis that the acquisition of leaders and the exercise of power is in accordance with the procedures applicable to the general public and political or moral values. In the context of the policy of revising the Islamic Religious Education curriculum, the most appropriate legitimate measure is by the Ministry of Religion in the field of Islamic Education, citizens should follow the directions and government regulations that have been established in accordance with official procedures based on the principle of deliberation.

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Increasing Activities and Learning Outcomes of Class X MIPA-1 SMAN 1 Danau Panggang through Collaboration of 3 Kinds of Discussion Instruments with Animated Product Assignments

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Abstract: low activity and student learning outcomes in a class are influenced by several factors, one of which is because the behavior and learning models used by the teacher are not yet correct in implementing a learning process. These problems can affect the activity and completeness of student learning outcomes, so there needs to be special instruments that make them more active, especially on the subject of biology which contains many scientific names such as on the subject of Plantae. The purpose of this study was to determine the collaboration of three discussion instruments with the task of learning media products in the form of power points to increase student activity and student learning outcomes of class X MIPA-1 on the subject of Plantae. This research method uses comparative descriptive analysis with a qualitative approach using simple formulas in the form of calculating averages and percentages. The results of this study indicate that the class average score is 83.64 with the completeness of learning outcomes 90.91% with this value the completeness criteria can be categorized as achieved with student activity increasing from 73.21% to 96.63% with the criteria categorized as very good.

Abstrak: rendahnya aktivitas dan hasil belajar siswa dalam sebuah kelas dipengaruhi oleh beberapa faktor, salah satunya adalah karena tingkah laku dan model pembelajaran yang digunakan oleh guru belum tepat dalam pelaksanaan sebuah proses pembelajaran. Masalah tersebut dapat mempengaruhi aktivitas dan ketuntasan hasil belajar siswa, sehingga perlu adanya instrumen khusus yang membuat mereka lebih aktif, utamanya pada pokok bahasan biologi yang banyak memuat banyak nama ilmiah seperti pada pokok bahasan Plantae. Tujuan penelitian ini adalah ingin mengetahui kolaborasi tiga instrumen diskusi dengan tugas produk media pembelajaran berupa power point dapat meningkatkan aktivitas siswa dan hasil belajar siswa kelas X MIPA-1 pada pokok bahasan Plantae. Metode penelitian ini menggunakan analisis diskriptif komperatif dengan pendekatan kualitatif menggunakan rumus-rumus sederhana berupa perhitungan rata-rata dan persentase. Hasil penelitian ini menunjukkan bahwa nilai rata-rata kelas adalah 83,64 dengan ketuntasan hasil belajar 90,91% dengan nilai tersebut kriteria ketuntasan dapat dikategorikan tercapai dengan aktivitas siswa meningkat dari 73,21% menjadi 96,63% dengan kriteria dikategorikan sangat baik.

A. Introduction

According to the Biological Science Curriculum Study (BSCS) biology includes 9 basic themes, namely Biology (science) as an inquiry process, history of the biology's concept, evolution, diversity and uniformity, genetics and survival, organisms and the environment, behavior (ethology), structure and function, and regulation. However, in line with the development of science. Biological objects and problems continue to develop through scientific research in Biology (Grobman, 2018; Anderson, 2013; Santoso et al, 2017).

According to Tammu (2018), Biology is a branch of knowledge that deals with living organisms and vital processes. Meanwhile, according to Fitriah (2016), Biology is a part of science that emphasizes giving direct experience. Therefore, students need to be helped to develop a number of skills so that they are able to explore and understand their surroundings and themselves.

There are many benefits in studying Biology for human life, including as described by Ariwidodo (2020), namely to reveal the secrets of life processes, inheritance, and genes so that they can be used to change the traits in agricultural plants to become superior and produce many hybrid plants with fixed properties.

Biology topics related to plants or plants are *plantae*. This subject is studied in class X semester II. In this subject almost every year students have difficulty understanding it. In the pre-cycle the last learning outcome got an average score of 62.35 in the low category, even though the classical completeness criteria was 70. This happened because the Biology discussion partially contained scientific names or Biological languages which were quite complicated and difficult. Certain methods and models have been applied to improve student learning outcomes, but the results are not as expected. In connection with this problem, it is necessary to have supporting learning media coupled with discussion instruments that will be used in order to increase activities and learning outcomes of Biology.

Before using learning media and discussion instruments in this study, preliminary trials and validation of their use had been carried out. Testing and validation is carried out in other classes which are equivalent to good results. The learning media that will be used in this study are appropriate and have practical value, as said by Alwi (2017), that the practical values of learning media can lay real foundations for thinking, because they reduce verbalism, the media can increase interest and attention. students to learn and the media can lay the foundation for learning development so that learning outcomes grow steadily. Basically, learning media and interest in learning are closely related to the learning process.

While the discussion instrument made in this study is in accordance with the principles of its manufacture and is relevant, as said by Fadillah (2017), one of the characteristics of a good instrument is relevant. Relevant means that the instrument used must match the material being taught with the context of assessing learning outcomes. Assessment activities carried out by the teacher can be done in various ways, one of which is in the form of a paper and pencil test. However, the paper and pencil tests used by the teacher only measured cognitive abilities and paid less attention to assessing students' processing skills.

Based on observations made prior to conducting this research, most teachers paid less attention to the assessment of process skills, only asking their students to present the results of their discussions through advancing together in front of the class, it could also be just group discussions each or in groups rewriting the material. on the blackboard, so that it seems not serious like playing games, looks monotonous, boring, most of them seem not

actively listening to the material presented, actively listening to questions, not actively listening to answers in an ongoing discussion and the process of learning activities teaching them also seems conventional, not in accordance with their current digital age. The low activity and student learning outcomes in a class are influenced by many things, including because the behavior and learning models used by the teacher are not yet correct in implementing a learning process. These problems, among others, can affect the activities and completeness of student learning outcomes, so there is a need for learning media and special discussion instruments that make them more active, especially on the subject of Biology which contains many scientific names such as on the subject of *Plantae*.

Problems with low student learning activities and outcomes need to be resolved immediately. One of the efforts made is facilitating a discussion through 3 kinds of discussion instruments that are collaborated with the task of learning media products in the form of power points.

B. Method

The research design used is Classroom Action Research (CAR) which aims to increase student activity and learning outcomes through collaboration of 3 discussion instruments with power point animation learning media product assignments. The number of students who will be the subjects is 22 students of class X MIPA-1 SMAN 1 Danau Panggang consisting of 8 men and 14 women. In this study, the object of research is an indicator of the success of the action in the form of psychomotor and cognitive assessments. Psychomotor assessment in the form of powerpoint product results with the category of assessment 80-100 very successful, 60-79 successful, 40-59 enough, 20-39 less successful, 0-19 unsuccessful. Cognitive assessment in the form of minimum completeness criteria, namely 75-100 successful and 0-74 unsuccessful.

The place of this research is SMAN 1 Danau Panggang, Jl Sukaramai RT.04, No.63 Danau Panggang District. Research time was January 2020 - June 2020. The number of students to be studied was 22 students of class X MIPA-1 SMAN 1 Danau Panggang consisting of 8 men and 14 women.

The stages of this research consisted of 2 cycles, each of which the detailed steps were the same, namely planning, implementing, observing and reflecting. The data collection technique in this study was through written posttests which were used to measure cognitive abilities or student learning outcomes. Student activity observation sheets and three discussion instruments.

Analysis of the data to determine the activities and student learning outcomes using a descriptive comparative analysis with a qualitative approach in the form of calculations using the following formulas.

$$\% = \frac{n}{N} \times 100$$

Note:

n = The number of students who scored ≥ 65

N = The total number of students

Value < 65 = students did not complete their studies

Value ≥ 65 = students complete their studies

(Muhidin & Abdurahman, 2011).

Calculate the class average value with the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

$\bar{X}$ = Average (mean)

$\sum X$ = sum of all scores

N = number of subjects

Sudjana (2010).

The results of the student activity observation sheet were analyzed in the following way:

$$NP = \frac{R}{SM} \times 100$$

Note:

NP = Percent value sought

R = score obtained by students

SM = ideal maximum score

100 = Fixed number

This success indicator includes the percentage of student learning outcomes, and student activities. Learning outcomes are said to be successful if they meet the completeness percentage $\geq 65\%$. Student activity is said to be successful if it meets the percentage of $50\% < x \leq 75\%$ = Good or $75\% < x \leq 100\%$ = Very Good (Purwanto, 2010).

C. Result and Discussion

The value of student learning outcomes in all cycles can be seen in table 1 below:

Table 1. The value of student learning outcomes in pre-cycle, cycle I and cycle II

Category	Pre-cycle Value	Cycle I Value	Cycle II Value
Average	62.73	76.36	83.64
Completeness	36.36%	68.18%	90.91%

Furthermore, observations were made to see the increase in student activity in each cycle as in table 2 below.

Table 2. Results of observation of student activities in cycle I and II

Category	Cycle I Value	Cycle II Value
Total	41	54
Student activity (%)	73.21	96.43

The value of learning outcomes and observations of student activities in each cycle can be seen in Figure 1 below:

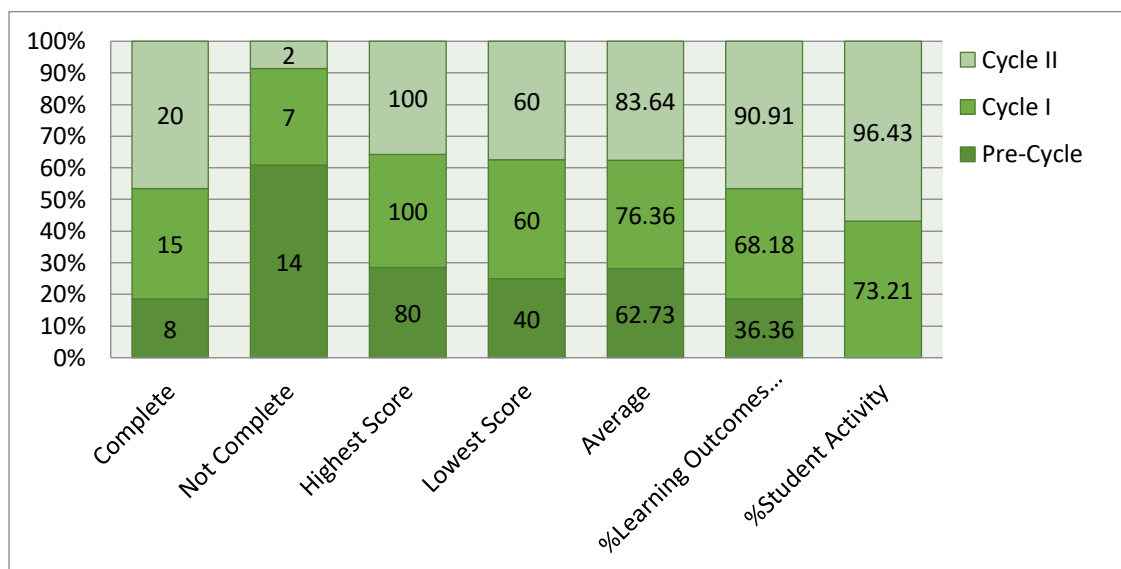


Figure 1. Measurement of Student Learning Outcomes and Activities.

The average value increased to 62.73 in cycle I to 76.36 and increased in cycle II to 83.64. The lowest value in pre-cycle is 40, but in cycle II it increases to 60. The highest value of the pre-cycle increased from 80 to 100 in the second cycle. Students who completed also increased from 8 pre-cycle to 20 in cycle II. Meanwhile, student activities also increased from 73.21% to 96.43% with the criteria being categorized from good to very good.

Based on the summary of the value data in tables 1 and 2, from the pre-cycle it was obtained the average value of 62.73 increased to 76.36 in cycle I. The initial lowest value was 40, increasing to 60. Meanwhile, the highest score also increased, which initially increased to 80 to 100. Students who completed the first cycle increased from 8 to 15 people. But to find out or ascertain whether because this student activity has indeed increased due to the collaboration of three discussion instruments with the task of power point animation learning media products, it is necessary to continue in cycle II.

Based on the summary value data in table 2, from cycle II the average value is 83.64 with 90.91% completeness of learning outcomes. The number of students who completed was 20 people and only 2 did not complete, the lowest score was 80 and the highest was 100. In this cycle II activity, completeness of learning outcomes has reached > 65%, so there is no need to take cycle III actions.

Based on the summary of the student activity observation data in the first cycle the value was 73.21%. This value when compared with the criteria indicator, namely $50\% < x \leq 75\%$, is categorized as good. While the results of observations of student activities in cycle II obtained a value of 96.43%. This value when compared with the criteria indicator, which is $75\% < x \leq 100\%$, is categorized as very good.

Based on the facts in the process of teaching and learning activities that researchers do in a action research or outside of a action research, this student activity increases as a result of the collaboration of three discussion instruments with the task of power point animation products so that it becomes a cooperative and fun learning model because students can visualize. words, sentences, videos and pictures all at once so that it raises curiosity to make a question.

According to Sabri (2013) in the learning process, asking questions is a technique to facilitate the process of understanding the material being studied and can improve thinking skills. Talking about the role of asking, it cannot be separated from the function of the question itself. Teaching does not only instill concepts or convey information to students but also trains students to gain the ability to think or solve problems on their own, because the learning process is obtained from the ability to think both through teaching and learning activities in class and when students learn on their own. So the teacher should try to get as many students as possible to participate in the teaching and learning process.

To increase the activity and student learning outcomes in the process of teaching and learning activities, among others, is done by collaborating the three discussion instruments with the power point animation product assignment.

Several studies that support and are relevant to the results of the above research include research conducted by Mayer and Anderson, Mousavi and Sweller and Novitasari. According to Mayer and Anderson (2010) researching animation instruction in teaching that can help students build relationships between words and images in multimedia learning, where the results show that students who get narrative explanations along with animation have higher scores than students who are given narration or animation.

The opinion of Mousavi et al (2010) examines the reduction of cognitive content by blending audio and visual presentation models. The results showed that various sources of information produce a large cognitive content, effective cognitive capacity can be increased when used audio and visuals.

According to Novitasari et al (2015) in the results of their research which aims to test the effectiveness of the Problem Based Learning (PBL) model assisted by audio-visual media on student motivation and learning outcomes. This study used an experimental design, using two classes as an experimental class and a control class. The population in this study were all students of class VIII SMP Negeri 1 Garung while the sample in this study was class VIII A (experimental class) using PBL model assisted by audiovisual media. and class VIII B (control class) using cooperative learning. Student learning motivation data were obtained through a questionnaire. Student knowledge competency learning outcomes data were taken from a written test of excretion system material, skills competencies were taken from observations, and attitudinal competencies from self-assessment questionnaires, peer to peer, and observations. The data analysis technique used is descriptive percentage and t test. The results showed that the PBL model assisted by audio-visual media was effective for motivation and learning outcomes. Judging from the percentage of motivated students by 100%, students completing attitude competence by 100%, skill competence 91%, knowledge competence 79%, and the results of the t-test show that the learning outcomes of the experimental class knowledge competence are better than the control class from the value of $t = 4.56 > t\text{-table} = 2.04$. The conclusion of this study is that PBL model assisted by audio-visual media is effective on student motivation and learning outcomes.

D. Conclusion

Through the collaboration of three discussion instruments with the assignment of power point learning media products, a cooperative learning model is formed that is able to increase student activity and learning outcomes. Both of these things continue to increase on the subject of Plantae. The completeness of learning outcomes achieved by class X MIPA-1 students on the subject of Plantae from initial conditions to action in final conditions (cycle II) is increased by 54.55%.

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The Effectiveness of Human Resource Development Management in Efforts to Improve The Quality of Education in SD Negeri 90 Ogan Komering Ulu

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Abstract: This study aims to determine the effectiveness of human resource development management to increase quality at SD Negeri 90 Ogan Komering Hulu (OKU). This research is a qualitative research with qualitative descriptive approach. The data obtained were collected through observation, interview and documentation techniques. The results showed that the human resource development steps carried out at SD Negeri 90 OKU were carried out in 7 steps, namely compiling programs, determining needs, determining targets, determining programs, identifying learning principles, program implementation and evaluation of program implementation. Human resource management at SD Negeri 90 OKU, both in terms of quality improvement, implementation, supporting factors and the quality of education have been running optimally.

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas manajemen pengembangan sumber daya manusia dalam upaya peningkatan mutu di SD Negeri 90 Ogan Komering Ulu (OKU). Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif kualitatif. Data yang diperoleh dikumpulkan melalui teknik observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa Langkah pengembangan sumber daya manusia yang dilaksanakan di SD Negeri 90 OKU dilakukan dengan 7 langkah yaitu menyusun program, penentuan kebutuhan, penentuan sasaran, penetapan program, identifikasi prinsip belajar, pelaksanaan program dan penilaian pelaksanaan program. manajemen sumber daya manusia di SD Negeri 90 OKU baik itu dalam peningkatan mutu, pelaksanaan, faktor pendukung dan mutu pendidikan sudah berjalan dengan optimal.

A. Introduction

Education is basically a process carried out to improve the quality of themselves in students. Self-quality is related to the character building factors in humans. This is the focus of the implementation of education. Ideally educational institutions function to foster and prepare students who are knowledgeable, technological, highly skilled and at the same time have faith and good deeds, within the framework of realizing the ideal function of education in schools in improving the quality of human resources, the education system must always orientate itself to answer the needs and challenges that arise. appears in society as a logical consequence of change. To achieve this goal, the role of educational institutions is at the forefront of taking its role. The role of primary schools is very decisive in the character building process of students, this is because elementary schools are educational institutions that become the initial foundation in shaping the character of students.

Human resource needs are also an important consideration in producing effective resources. How the process of recruiting educators must have certain requirements in order to be empowered as much as possible. This is done with the intention of meeting the needs of the institution and influencing human resource behavior at work.

In this case, efforts to improve and advance national development, education is a process of intellectualizing the life of the nation which is also a means to develop the whole Indonesian people. The success of National development is also greatly influenced by the quality of its human resources, both from the point of view of decision makers, policy makers, thinkers and planners, even to technical implementers and development supervisors.

The implementation of education, improving the quality of school personnel, especially teachers and the application of human resource management must be carried out so that the implementation of education programs designed by schools can run effectively and efficiently, in order to improve the quality of education to be better and more competitive. However, in fact, the application of the human resource management model has not been implemented optimally, so that school management has not been able to produce quality educators according to the needs and specifications of existing schools. For example in planning, not all schools have made or implemented programs and human resource plans that are neatly arranged so that these programs and plans can be used as guidelines in following up on the needs of the teachers needed (Riduan, 2000).

According to Masram and Mu'ah (2015) in his book states that human resources are an integrated ability of thought and physical power possessed by individuals. Meanwhile, Mukminin et al in their book (2019) states that human resources are everyone who works and contributes to an organization or institution. From these two opinions it can be understood that human resources are the potential that a person has in himself to contribute to an organizational and institutional environment. This ability is a potential that can be used to develop a more advanced and developing organization or institution. Furthermore, Mukminin et al (2019) provides a definition of Human Resources Management as an activity that includes the withdrawal, selection, development, maintenance, and use of human resources to achieve both individual and organizational goals.

Efforts to instill the character of these students need comprehensive educational management in educational institutions. The main management of school management is how to prepare adequate human resources. The implementation of human resource management in an effort to improve the quality of education is a very important issue to be explored, because the success or failure of educational institutions is largely influenced by

the management of educational institutions. In this context it is explained that the human resources of educators and education personnel are the spearheads and need to be developed properly.

Furthermore, in recruiting teachers, especially teachers who teach in private schools. The recruitment of teachers is not in accordance with the implementation of good management and there are still elements of likes and dislikes, nepotism and lack of attention to the quality of teachers who are truly in accordance with the best level of standards.

Human resource development is carried out in an effort to improve education quality. Human resource management in question is what managerial efforts are made by the school in order to improve the performance of existing resources according to their portion and are implemented as optimally as possible. One indicator of improving the quality of education is improving the performance of existing resources optimally and in accordance with educational goals. The foregoing is also in line with the notion of education quality itself, namely the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible (Suryadi & Tilar, 2004).

The progress and decline of education is not caused by the curriculum but can also be caused by the quality of human resources in the educational institution. The principal as the policy holder at the educational institution level is responsible for preparing adequate human resources to provide maximum service to the community (Rosyadi & Pardjono, 2015). The principal must master and be able to take policies and decisions that facilitate and improve the quality of education through the preparation of professional human resources.

Directly the principal is closely related to the sustainability of teaching and learning activities. In the process, the principal must be close to teachers and to students. One of the principal management roles which is very important is to compile the management of human resources both for teaching and other education personnel.

Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Realizing the importance of the process of improving the quality of human resources, the government together with the private sector have together and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement. teaching materials, as well as providing education and training for teachers. However, these government efforts have not been meaningful enough to improve the quality of education. For this reason, human resource management needs to be done more effectively and efficiently. This aims to determine the extent to which the educational process goes according to the plan that has been made, to find out how optimal the performance of all related components, especially regarding teacher performance, what obstacles are faced and improve the quality of all components in order to achieve educational goals and improve the quality of education in 90 Ogan Komering Ulu Elementary School.

B. Method

This research is a qualitative research, namely research procedures that produce descriptive data in the form of speech or writing and behavior that can be observed from the people itself (Furhan, 1992). Through qualitative research, it is hoped that a deep understanding and interpretation of the meaning and relevant facts can be obtained. This

research includes field research, namely research directly plunging into a predetermined location (Furhan, 1992). The approach used in this research is a qualitative approach.

This study is to determine the implementation of human resource management in improving the quality of education in SDN 90 OKU Simpang Empat Village, Lengkiti District. With descriptive analysis, the assessment is directed to find the position, strength, meaning and relationship between documents, the impact and positive and negative consequences of the implementation of human resource management in improving the quality of education in SDN 90 OKU Simpang Empat Village, Lengkiti District. The qualitative approach seeks to understand and interpret a meaning of human behavior interaction events in certain situations according to their own perspective.

Proposes five characteristics of qualitative research, 1. Having a natural background as a direct source. 2. Humans as research tools or instruments. 3. Analytical descriptive in nature. 4. More concerned with the process than the results alone. 5. Inductively analyze data. Data were obtained collected through techniques observation, interviews and documentation.

C. Result and Discussion

In this discussion, the researcher explained descriptively the data from the research results at SD Negeri 90 OKU. Based on the stages of the theoretical framework, then the researcher analyzes the data to find common ground.

1. *Planning for Human Resource Development at SD Negeri 90 OKU*

Based on the results of the research by using interviews, the author can conclude that the principal in planning human resource development, there are several findings, namely human resource *first*, planning at SD Negeri 90 OKU is carried out through analysis of factors that cause changes in the workforce that occur, this is conducted through an annual evaluation which is held at the beginning of the school year. *Second*, compiling a plan to determine what personnel needs and what criteria are needed by SD Negeri 90 OKU. *Third*, conduct an analysis of internal resources, especially in terms of budgets as a result of human resource development. *Fourth*, determine the main targets to be achieved in the development of human resources at SD Negeri 90 OKU. *Fifth*, in planning human resource development SD Negeri 90 OKU determines superior programs that require the development and or addition of human resources. In the context of human resource management for schools, planning is the process of determining future human resource needs based on changes that occur and the supply of personnel in schools (Hariandja, 2000).

Based on the findings of the research conducted by the author on the management of human resource development in SD Negeri 90 OKU as mentioned above. Broadly speaking, this is in accordance with what was conveyed by Happy Fitria who stated that the success of a management is inseparable from the management principles which are the foundations and values of management itself. Principles in management should be flexible in the sense that it needs to be considered according to special conditions and changing situations (Fitria & Nugraha, 2019).

Furthermore, these findings are also in line with the steps in management related to planning conveyed by Hariandja in his book which states that *first*, analyzing several factors causing changes in human resource needs for the future. *Second*, forecasting human resource needs. *Third*, determining future human resource needs. *Fourth*, analysis of the availability of human resources, and *fifth*, program determination and implementation (Hariandja, 2000).

The analysis of factors causing changes in the workforce carried out by SD Negeri 90 OKU is to determine whether the number of workers is sufficient, insufficient or excessive, whether there are workers who will retire, transfer and so on. This is in accordance with what was conveyed by Hariandja, which stated that changes in the organizational workforce are natural and will happen, such as the need for new workers as a result of employees who retire, resign, terminate employment, transfer, die. and others (Hariandja, 2000). After analyzing various factors that influence or cause changes in human resource needs, the next step taken by SD Negeri 90 OKU is to prepare a plan to determine the needs for any workforce and what criteria and criteria the school needs are adjusted to the qualifications of the candidates. applicants who will be recruited later.

Determining the types and criteria for the required personnel is carried out jointly by involving school managers to provide input in determining the need for human resources needed. The results of this determination will be submitted to the district education office and / or local government. This is to provide input on the need for human resources to be provided through the recruitment of civil servants or opening honorary channels. The steps taken by the management of SD Negeri 90 OKU are conducting an internal analysis before carrying out and determining the implementation of the Human Resources procurement program in accordance with Efendi's view which states that the internal sources in question are employees within the school organization who can be promoted, transferred to fill vacant positions, or current employee profiles that reflect the ability of the school (Hariandja, 2000).

The purpose of this analysis is to predict the formation of personnel in schools related to the presence or absence of personnel who can and are able to cover needs by assigning new assignments to these personnel. However, if this cannot be found inside the school internally, then the next activity is to recruit from outside the school with the school management pattern submitting a request for new personnel to the Ogan Komering Ulu Regency government. If it turns out that an urgent time is needed and the OKU Regency government (Education Office) has not been able to meet the needs of teachers and staff needed by the school, then the step taken is the implementation of the planning program for the development of Educator Resources and Education Personnel implemented to recruit teachers and honorary staff by school management.

According to researchers, the planning efforts made by school management towards the needs of teachers and employees have several positive sides, personnel *First*, SD Negeri 90 OKU, although as a public institution, but in terms of procurement, SD Negeri 90 OKU is given the opportunity by the government (Education Office). to propose and determine

the criteria for the personnel needed by the school. *Second*, even though the government does not immediately fulfill the realization of the workforce applications, SD Negeri 90 OKU can still make it happen through other planned programs related to the need for personnel through the recruitment of educators and employees with private status to become non-permanent school employees. *Third*, from the human resource planning that has been compiled, it is certain that SD Negeri 90 OKU will find it easier to get personnel who are in accordance with the qualifications and specifications needed by the school through the recruitment of honorary staff.

Based on the description above, it can be understood that the development of human resources for educators and educational personnel at SD Negeri 90 OKU is carried out in the following steps:

a. Planning for projections of human resource requirements

The process of developing human resources for educators and education personnel at SD Negeri 90 OKU is prepared for long, medium and short term programs and is generally programmed at the beginning of the learning year with various considerations related to needs, facilities, implementation and budget. OKU 90 Elementary School in preparing human resource development programs for educators and education personnel is carried out in several steps, including:

- 1) Performance Analysis
- 2) Needs Analysis
- 3) Resource Analysis

b. Determination of Needs

In determining / analyzing needs, it is supported by several factors, including:

- 1) Internal factors
 - a) The number of educators at SD Negeri 90 OKU.
 - b) Educational qualifications for educators and education personnel at SD Negeri 90 OKU.
 - c) Suitability of diplomas with subjects.
 - d) Understanding about the 2013 curriculum.
- 2) Internal Factors
 - a) The competence of educators and education personnel at SD Negeri 90 OKU includes pedagogical competence, personality, social and skills.
 - b) The average teaching load of educators at SD Negeri 90 OKU.
 - c) Facilities for self-development at SD Negeri 90 OKU.
 - d) Welfare of educators and staff at SD Negeri 90 OKU.

c. Goal Setting

Determination of targets as one of the steps to carry out development is carried out at SD Negeri 90 OKU with the aim of being a benchmark to determine the success or failure of the development program as well as material in an effort to determine the next steps such as program content and development methods to be used.

The target of the teaching and educational staff development program is to improve the technical, theoretical and moral capacities of educators and educational personnel in accordance with the needs of jobs or positions through existing development tools. So from this explanation it can be concluded that the goal of developing teacher resources and education personnel is to achieve the vision, mission and goals of education in schools.

d. Program Determination

The determination of the development program for Educator Resources and Education Personnel at SD Negeri 90 OKU is determined by two factors, namely the analysis of determining the needs and targets to be achieved as much as possible. Determining the program by taking decisions with due regard to various sides. This is as mentioned by Bukman Lian in his journal, which states that the decision-making process carried out by the principal is carried out with the stages of observation, data collection, planning and identifying problems related to education in schools (Lian, 2017).

a. Identification of Learning Principles

OKU 90 Public Elementary School in identifying learning principles is intended as a measure of whether or not learning principles are applied in the development program. By identifying learning principles, development will work well because of the use of appropriate learning principles. Good learning principles used for human resource development programs for educators and education personnel are participation, repetition, relevance, transfer and feedback.

The development of human resources for educators and education personnel at SD Negeri 90 OKU in relation to the principles of learning is very helpful for developing human resources. The human resources of an institution can be assessed as developing. It can also be seen from the learning process that is conducive, active, creative and innovative. It can be concluded that identifying development principles requires several things, including targets, policies, procedures, budgets, participants, curriculum and implementation time.

b. Program Implementation

The implementation of the human resource development program at SD Negeri 90 OKU is actually carried out situational, with an emphasis on calculating needs and interests, for example MGMP, Curriculum Workshop at the beginning of each school year during school holidays, including training, performance appraisal or supervision by a team of supervisors.

c. Program Implementation Assessment

The implementation of a development program can be said to be successful if in the development participant there is a transformation process such as increasing the ability to carry out tasks, changes in work behavior, changes in attitudes and work ethics. In implementing the program to obtain good results, an assessment of a program is needed to determine the results of the program that was carried out successfully or not. For this reason, SD Negeri 90 OKU when conducting programs related to development, especially the development of human resources for educators and educational personnel, then at the end of the implementation of the development program an assessment is held to find out the results obtained from the program.

Based on the explanation above, it can be concluded that SD Negeri 90 OKU in developing human resources for educators and education personnel is carried out in several steps, including programming, determining needs, determining targets, determining programs, identifying learning principles, implementing programs and evaluating program implementation.

2. Implementation of Human Resources Development for educators and education personnel SD Negeri 90 OKU

As the author has previously explained, the development of human resources for educators and education personnel is a complex process and involves various components that are incorporated in educational institutions (schools) which are interrelated with one another. The involvement of all these stakeholders will provide a policy that can accommodate all the interests that exist in the school. Therefore, in the process of implementing the development of teaching resources and education personnel, it does not only require skills, but also must understand the various factors that influence it. In this connection, it is necessary to make various efforts to improve the quality of educators and education personnel in schools.

a) Steps in the implementation of human resource development at SD Negeri 90 OKU

The implementation of the development of human resources for educators and education personnel at SD Negeri 90 OKU is carried out in several steps, including:

1) Developing program

A good and integrated program that is integrated with one another is arranged in programs that are short, medium and long term. Implementation in a sustainable manner and adapted to existing conditions will be able to provide a good, integrated and integrated program / planning relating to long, medium and short term planning. flexible program implementation and evaluation of human resource development programs for educators and education personnel and there are follow-ups. Potential and supporting factors as well as various possibilities that can be pursued in the human resource development program for educators and education personnel.

2) Determination of Needs

Determination of needs carried out at SD Negeri 90 OKU is determined on the basis of a needs analysis for the present and the future and besides that it is also adjusted according to the budget. The budget that must be provided to finance development activities is a burden for schools. Therefore, in order for the provision of the budget to be truly accountable, it is necessary to first guarantee that the development activity is really needed.

3) Determination of Targets

Targeting as one of the steps to carry out development is carried out at SD Negeri 90 OKU with the aim of being a benchmark for determining the success or failure of the development program and as material in an effort to determine the next steps such as program content and development methods to be used.

Clarity of targets has benefits for development programs even though it has little feedback for those who manage human resources, both educators and education personnel, both about the program and its participants.

4) Determination of the Program

The determination of the human resource development program for educators and education personnel at the OKU 90 Public Elementary School is determined by two factors, namely the results of the analysis of determining the needs and targets to be achieved as much as possible.

In the development program, it must be clear what you want to achieve, one of the goals is to teach certain skills, which are generally new skills to carry out their duties properly, such as development carried out for learning preparation for the new academic year, including seminars, workshops, training related to the curriculum or preparation of the preparation of learning tools. Another goal that is no less important than program setting is a change in attitude and behavior in carrying out tasks.

5) Identification of Learning

Principles in OKU 90 Public Elementary Schools in identifying learning principles aimed at measuring the appropriateness of the learning principles applied in the development program. By identifying learning principles, development will work well because of the use of appropriate learning principles. Good learning principles used for human resource development programs for educators and education personnel are participation, repetition, relevance, transfer and feedback.

Related to participation in learning principles can affect the progress of the learning process more quickly and the results of this learning will last a long time. The benefit of the repetition learning principle is to repeat the learning that has been followed so that it will be stored in the brain, so that the learning material does not disappear from the brain, it needs to be repeated. After there is repetition, the next action is relevance, because with the relevance of learning activities it can take place more effectively if the materials used have

certain relevance. After the material used is relevant, the next action is diversion, transfer from the real theory then transferred to the practice of the theory, and the last principle in learning is feedback, through feedback students will be able to find out the purpose of the learning process then students can use it in life so that the learning process can develop its potential.

The development of human resources for educators and education personnel at SD Negeri 90 OKU in relation to the principle of learning is very helpful for developing human resources. The human resources of an institution can be assessed as developing. It can also be seen from the learning process that is conducive, active, creative and innovative. Thus, with the principle of learning for an educator and educators, it can increase and develop their competence in relation to changes in attitudes, behavior and implementation of tasks with professional.

6) Program Implementation

The implementation of the human resource development program at SD Negeri 90 OKU is actually carried out situational, with an emphasis on calculating needs and interests, for example MGMP, Curriculum Workshop at the beginning of the school year during school holidays, including training, performance assessment or supervision by the principal or supervisor team.

7) Assessment of Program Implementation

The implementation of a development program can be said to be successful if a development participant occurs in a process of transformation, such as an increase in the ability to carry out tasks, changes in work behavior, changes in attitudes and work ethics. In implementing the program to obtain good results, an assessment of a program is needed to determine the results of the program that was carried out successfully or not.

Based on the explanation above, it can be concluded that the 90 OKU Public Elementary Schools in developing human resources for educators and education personnel are carried out in several steps, including programming, determining needs, determining targets, determining programs, identifying learning principles, implementing programs and evaluating program implementation.

b) Methods of Development of Human Resources for Educators and Education Personnel

In developing human resources for educators and education personnel at SD Negeri 90 OKU, there are two methods used, namely participation in education and training programs, in this case there are several types of programs, including: seminars, workshops, debriefing, pre-service, school authorities. who sent a delegation, then continued studies (continuing education to a higher level of education, especially for those interested). As for the development of internal school coaching, through various media, *first*, the daily program delivered by the principal to all elements of the workforce briefly every morning before the

entrance bell, *second*, a forum for educators from several schools in one district that has a program of activities that discuss problems relating to official duties. Activities that have been running so far are that all elements of workforce are classified according to the field of study in turn. *Third*, MGMP (Subject Teachers' Deliberation), this activity is also called peer discussion guided by supervisors, this activity consists of all elementary schools both public and private in one district and even one province. *Fourth*: K3S (Working Group for Principals) activities that consists of school principals, both at the district and provincial levels.

a. On The Job Training

1) Job Rotation

Rotation involves moving participants from one job to another. Sometimes from one placement to another are planned on the basis of learning objectives. Position rotation can also be used as a new experience for educators and education personnel to increase professionalism.

It can be concluded that job rotation is very beneficial for educators and education personnel because participants will get a broad picture of various types of work, develop cooperation between employees, facilitate adjustment to the work environment.

2) Training

Training must be linked to improving organizational performance. This is most effective when the performance consulting approach is used. Performance consulting is the process by which a trainer (internal and external to the organization) and a customer.

There are several reasons why SD Negeri 90 OKU pays attention to increasing the competence of educators through training. *First*, the need of educators for new knowledge and skills, *Second*, educators must understand the learning process, students and understand the importance of various experiences and knowledge with others, *Third*, educators are prepared to be able to face education at present and in the future. Based on the research data, it is revealed that the training program is planned, the training program plan starts at the beginning of the school year and at the time of compiling the work program, and has been presented at work meetings. We also ask for input from all parties related to how appropriate and appropriate training is needed for all educators and education personnel.

3) Guidance / Counseling

Guidance / counseling is carried out in a way that participants must carry out tasks guided by senior officials / experts. Counseling is effective if the exercises are individualized and participants learn to do their work directly.

4) Job Instructor Training

To improve the professionalism of educators and education personnel at SD Negeri 90 OKU, held several instructor exercises for several educators or education personnel to attend job instructor training then some of these people became instructors for educators as a whole.

5) Demonstration and Examples

To improve competence as an educator and educational staff of SD Negeri 90 OKU in facing the 2013 curriculum, conduct demonstrations on how to do learning using the LCD, so that the learning process is not boring, and this can develop the skills of educators in the learning process with facilities that is not separate.

It can be concluded that with this method the trainer must give an example or demonstrate how to do work / how to work a tool or machine. It is very effective because participants get theory and practice directly so that it facilitates the transfer of lessons besides this method also does not require separate facilities.

6) Temporary Assignments

In the context of developing human resources for educators and education personnel at SD Negeri 90 OKU, the head of the madrasah gives temporary assignments to several educators and education personnel according to the need to carry out certain tasks within a predetermined time, for example the head of the madrasah gives assignments For educators to become mentors in the context of the students 'training stage, automatically the educators who get the assignment will guide students while on the way and as mentors in the framework of writing students' scientific papers from the results of the study tour.

b. Off The Job Training

1) Course

Courses are services for learning citizens in the form of knowledge, skills, mental attitudes, expertise, and skills that can be used to improve the quality of life and become provisions for earning a living and can be used to continue to a higher level of education in time the short one.

2) Education

The development of human resources for educators and education personnel at SD Negeri 90 OKU is carried out in formal and informal ways. Formal development is carried out by means of educators and education personnel assigned to participate in education and training both carried out by organizations and those carried out by educational institutions. Informal development is carried out on the basis of desire and on one's own efforts. OKU 90 Public Elementary School provides flexibility and appreciation to educators and education

personnel to continue their education in order to develop their abilities so that they can work professionally and better.

C. Factors for the development of human resources for educators and educational personnel

The development of human resources for educators and education personnel at the 90 OKU Public Elementary Schools is strongly influenced by several factors, among others,

- 1) Personality and high dedication determine the success of educators and education personnel in carrying out their duties which is reflected in their attitudes and actions in fostering and guiding students.
- 2) Professional educators and education personnel are very important because their duties and roles are not only to provide scientific information but to form attitudes and souls that can survive in the era of hypercompetence.
- 3) The teaching ability factor of educators and educational staff is a reflection of the mastery of educators and education staff over their competence.
- 4) The factors of relationship and communication that occur in the work environment provide support for the smoothness of the duties of educators and education personnel in schools.
- 5) The factors of relationship with the community, the role of educators and education personnel in supporting relations activities school with the community can increase people's understanding of the goals and targets that the school wants to achieve.
- 6) Discipline factor, a job will reap results that satisfy all parties if educators and education personnel are able to obey the signs determined through the application of a disciplined attitude in carrying out their duties.
- 7) The level of welfare factor, provides appropriate incentives as a form of improving the level of welfare of educators and education personnel in order to prevent educators and education personnel from truancy due to looking for extras outside to meet the needs of life.
- 8) A conducive work climate factor provides hope for educators and education personnel to work more quietly in accordance with school goals.

From some of the explanations above related to the development of human resources for educators at the 90 OKU Public Elementary Schools, always try their best to improve and maximize the quality of educators. The activities carried out are 1) carrying out training activities, workshops, orientation and seminars on education or sending teachers as participants in these activities, whether carried out by the ministry of religion or other agencies or agencies. 2) providing direction and guidance in every monthly meeting to teachers, 3) monitoring and evaluating the implementation of the duties of educators and education personnel, both in the implementation of teaching duties and supervision in terms of the level of discipline of educators and educational staff.

The development of human resources for educators and education personnel at the OKU 90 Public Elementary School also aims to develop several competencies that must be possessed by an educator and educational staff, including:

1) Development of Pedagogical Competencies.

The development of competencies is related to the ability of educators to manage student learning which includes understanding participants. students, planning, evaluating, developing students and designing students to actualize the various potentials they have by means of planning related to the preparation of learning administration so that when learning activities begin, all administration is completed and ready to concentrate on the learning process.

Development of 90 OKU Public Elementary Schools in developing pedagogical competences of educators by arranging learning tools or learning administration at the beginning of the learning year which begins with training first during semester breaks.

2) Development of professional

Competence of 90 OKU Public Elementary Schools in developing human resources for educators and educational staff in order to achieve a goal related to improving professional competence, the OKU 90 Public Elementary Schools conduct supervision or assessment which is carried out every mid-semester so that it is done twice in one semester.

The purpose of developing the competence of educators at the OKU 90 Public Elementary School is that educators can understand and apply the foundation of education both philosophically and logically, understand and apply learning theory according to the level of behavior development of students, be able to handle subjects or fields of study assigned to them, understand and can apply appropriate teaching methods, in essence being able to carry out an active, creative, innovative and fun learning process.

3) Development of Social Competence

Development of social competence is related to the ability of educators as part of society to communicate and socialize effectively with students, all educators, education staff, parents, guardians of students and the surrounding community.

4) Development of Personality Competencies

The development of personality competencies is related to the ability of a personality that is stable, stable, mature, wise and dignified to become role models for students and have noble character.

3. Improving the Quality of Education in SD Negeri 90 OKU

Based on the results of research with the interview method that the author has done in terms of improving the quality of education at SD Negeri 90 OKU, it can be explained

that the effectiveness of increasing teaching resources and educational staff will produce professional teachers and education personnel. Professional teachers will be able to produce quality quality learning which in the end will produce maximum quality education. As stated by Bukman Lian in his research which stated that the expected quality of learning is not only an increase in academic achievement in quantity but can be seen as a condition, condition, appearance or performance shown by educators in educational units in achieving the learning objectives that have been set, interacting with the environment and satisfying students (Lian, 2020).

The quality of education is a measure of the school in describing the quality of the school. the quality of education can be improved through the availability of adequate facilities and infrastructure for the learning process with a variety of learning materials that are in accordance with the times, improving the quality of human resources and technological renewal. The school work program is prepared based on a SWOT analysis in each unit that is tailored to the goals / objectives of the school.

The quality of infrastructure owned by schools has improved a lot, due to the implementation of computerized systems and IT-based facilities. Based on the number of facilities and infrastructure, it is still inadequate. In line with this, Fitria's research results at SMA 9 Palembang which stated that the importance of management in managing facilities and infrastructure, in order to create infrastructure that can function optimally. The school principal as the leader in the school has implemented an administrative function to fix the existing infrastructure in the school starting from planning, organizing, distribution, to accountability functions (Fitria & Nugraha, 2019).

Schools create a monitoring and evaluation system to measure customer satisfaction both in terms of infrastructure and educational services and services provided.

To improve the quality of students, schools apply varied learning methods such as changing the learning style from teacher centered focus to learning / student centered focus applying the concept of team teaching, and creating animated learning modules to improve student absorption for difficult subjects. Meanwhile, to increase the quantity of students, schools carry out many promotions and school image activities so that the name of the school is better known by the wider community.

Utilizing the school committee as a participating body by holding evaluation meetings. The school committee has a strategic role in helping to improve the quality of education in educational units. This is in line with the results of research conducted by Happy Fitria that the school committee is an independent body that accommodates community participation in the context of improving the quality, equity and efficiency of education management in schools (Fitria, 2020). The involvement of the school committee in an effort to implement an evaluation program that is continuous in nature with a pattern every end of the month and there will be a joint evaluation at the end of the semester and the end of the school year.

D. Conclusion

Based on the results of the discussion and analysis by the author, the authors conclude the results of all data analysis obtained through interviews and documentation as well as field observations about the Effectiveness of Human Resource Development Management in Efforts to Improve the Quality of Education at SD Negeri 90 Ogan Komering Ulu.

1. Development of Human Resources for Educators and Education Personnel at SD Negeri 90 OKU.

The steps for developing human resources for educators and education personnel carried out at SD Negeri 90 OKU are carried out in seven steps, namely compiling development programs / planning, determining needs, determining targets, determining programs, identifying learning principles, implementing programs and evaluating program implementation.

Furthermore, the human resource development method used is to use two methods, namely on the job training which includes job rotation, training, guidance / counseling, and off the job training which includes courses, education, workshops, seminars, MGMP, comparative studies.

2. Factors for the development of human resources for educators and education personnel at SD Negeri 90 OKU.

The development factors are 1) personality and high dedication, 2) professional educators and education personnel, 3) teaching ability of educators and education personnel, 4) relations and communication, 5) community relations, 6) discipline, 7) welfare level, 8) A conducive working climate

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Online Learning with Google Forms Included with Youtube and Link Material

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Abstract: The increasing number of people infected with the corona virus causes the disruption of the face-to-face learning process directly, because it can cause the emergence of new corona virus clusters in schools. As a substitute is the implementation of an Online learning system. The purpose of this research is to improve student learning outcomes in online learning using a combination, google form, youtube and material links. This research method is in the form of data collection on the value of student learning outcomes that are analyzed in a descriptive and classical manner using a formula to find the presentation of student learning outcomes. The benefit of this research is that it can be used as a reference for exploring the concept of Google Forms, Youtube and Link Material in online learning. The results of this study indicate that online learning using a combination of google form, youtube and material links can improve learning motivation, learning activities and improve student learning outcomes.

Abstrak: Semakin bertambahnya orang yang terinfeksi virus corona menyebabkan terhambatnya proses pembelajaran tatap muka secara langsung, karena dapat menyebabkan timbulnya kluster baru virus corona di sekolah-sekolah. Sebagai gantinya adalah dilaksanakannya system pembelajaran Daring. Tujuan penelitian ini adalah untuk meningkatkan hasil belajar siswa dalam pembelajaran daring menggunakan kombinasi, google form, youtube dan link materi. Metode penelitian ini berupa pengambilan data nilai hasil belajar siswa yang analisis secara Deskriptif Komparatif secara klasikal menggunakan rumus untuk mencari presentasi hasil belajar siswa. Manfaat dari penelitian ini antara lain adalah dapat digunakan sebagai salah satu acuan untuk mendalami konsep tentang Google Form, Youtube dan Link Materi dalam pembelajaran daring. Hasil penelitian ini menunjukkan bahwa Pembelajaran Daring menggunakan kombinasi google form, youtube dan link materi dapat memperbaiki motivasi belajar, aktivitas belajar dan meningkatkan hasil belajar siswa.

A. Introduction

The increasing number of people infected with the corona virus causes disruption of the face-to-face learning process directly, because it can lead to the emergence of new virus clusters in schools. As a substitute is the implementation of an Online learning system (Gormsen & Koijen, 2020; Hiscout et al, 2020).

The times are getting modern. Information technology is also growing rapidly and increasingly penetrating almost every aspect of community life. Various fields began to be involved in technology incubators such as business, industry, agriculture, health, and without exception education. In the field of education, information technology has been used to support services for administration, the learning process, re-registration, libraries, access to values, quick and easy reference searches, research processes, tuition payments, even for selection of new admissions, including online learning.

Online learning is learning using an internet-based interactive model and a Learning Management System (Asmuni, 2020; Sadikin & Hamidah, 2020). Online learning is a program for organizing online learning classes to reach a massive and broad target group (Ernawati, 2020). Online learning is part of distance education that specifically combines electronic technology with internet-based technology (Yuangga & Sunarsi, 2020). Online learning must be carried out by adhering to the principles of being open, independent learning, thorough learning, using information and communication technology, using other educational technologies and / or integrated learning. This online learning is one of the solutions for educational institutions so that the teaching and learning process continues amid the Covid-19 pandemic (Arizona, 2020; Anugrahana, 2020). Teachers can still teach and students still have their rights to learn.

To provoke student interest, a teacher must be good at being creative in online learning. For example online learning that combines google form, youtube and material links, so that it creates high interest from within students to learn. Interest can be interpreted as a feeling of preference, a sense of interest in something or an activity (Kartika et al, 2020). Interest as a constant tendency to pay attention continuously accompanied by a sense of pleasure (Siagian, 2015). Learning interest is basically the acceptance of a relationship between oneself and outside oneself. Students who are interested in learning will receive the material that has been delivered by their teacher and look for various lesson literature without coercion from anyone. Interest is a feeling of preference and attachment to something or activity without being asked. This statement identifies that the person who is interested will be attracted. Interested in this is a form of feeling happy in something. From the explanation above, it can be concluded that interest in learning is a person's desire to carry out learning activities that are born without coercion accompanied by a sense of attention, interest, and pleasure in carrying out these activities. Interest is characterized by preference, interest or pleasure as a form of expression of something that is of interest.

B. Method

This research procedure consisted of 2 cycles, each of which consisted of an online package of Online Learning with Google Forms Embedded with Youtube and Link Material.

In this study, the instrument used for data collection was the value of learning outcomes. Data analysis carried out after application of Online Learning with Google Forms Embedded with Youtube and Link Materials, namely;

- a. To determine student achievement, a descriptive comparative analysis was used. Where to find the percentage of student learning completeness classically using the following formula:

$$\% = \frac{n}{N} \times 100$$

Note:

n = The number of students who scored ≥ 55

N = Total number of students criteria

Value < 55 = students did not complete their studies

Value ≥ 55 = students complete their studies

Learning outcomes are said to be successful if they meet the completeness percentage $\geq 55\%$.

- b. Calculate the class average value with the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

X = average (mean)

$\sum X$ = sum of all scores

N = number of subjects

(Sudjana, 2014).

Samples were taken from class IX of SMPN 1 Danau Panggang, The number of students in the sample was 21 people with details of 10 males and 11 females.

This research method uses data retrieval instruments in the form of student learning outcomes which are analyzed in a classical descriptive manner using certain formulas as listed above to find a presentation of student learning outcomes. Learning outcomes are concluded successful if the presentation of learning outcomes completeness reaches $\geq 55\%$.



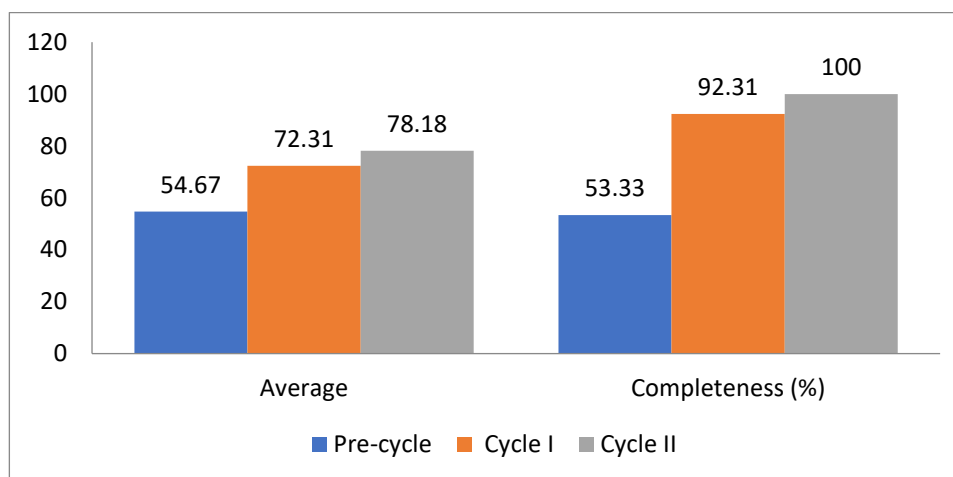
Figure 1. Action research

C. Result and Discussion

From several tables and charts the summary of the research results below, starting from the pre-cycle, action cycle I, cycle II and up to cycle III action. Tables and graphs consist of a summary table listing student learning outcomes, a summary of the results of student activity observations, a summary of the results of observations of teacher activities and a summary of measuring learning outcomes, teacher and student activities.

Table 1. The value of student learning outcomes

Category	Pre-cycle Value	Cycle I Value	Cycle II Value
Average	54,67	72,31	73,64
Completeness	53,33%	92,31%	90,91%

**Figure 2.** Histogram of student learning outcomes

In the initial conditions the average value is 54.67 to 72.31 in the first cycle, to 78.18 in the second cycle. Everything is calculated based on the scores obtained by students from the lowest to the highest.

The lowest value of the pre-cycle condition was 20, at the end of the cycle the lowest value increased to 60. Meanwhile, the highest value also occurred for a decrease from the pre-cycle condition, which was 100 in the final cycle of 80, but all of them were complete. Students who have completed increase from the pre-cycle condition to only 8 people, there is a final cycle, all of them are complete.

The results of this study indicate that online learning with Google Form embedded with YouTube and material links can improve learning motivation, learning activities and improve student learning outcomes. In this combination contains directly the multiple representation learning model. Multiple representations. Multiple representation is a way in which students express concepts in various forms (Yusup, 2011). Multiple representations have 4 types of representations, namely verbal representations, image representations, physical representations, and mathematical representations (Leigh, 2014).

In a study on a science clump by Doyan et al. (2018) with the ANOVA test it was concluded that there was an effect of multiple representational learning approaches and student learning motivation on learning outcomes. Multi representation is one way to increase external motivation.

In a study on multiple representations by Widianingtiyasa, et al (2015), it was shown that students in the experimental class showed an increase in learning outcomes by 7.14% in posttests. While students in the control class experienced an increase of 0.32%. Thus it can be seen that the increase in learning outcomes is greater in the experimental class so that it can be concluded that the multi-representation approach has a positive influence on students' cognitive abilities.

Mousavi and Sweller (1995) examined the reduction of cognitive content by blending audio and visual presentation models. The results showed that various sources of information produce a large cognitive content, effective cognitive capacity can be increased when used audio and visuals.

The form of using audio and visual in this research is that students use the YouTube application in learning the material. Inside the YouTube application, there are animations in the form of words, images and videos that can help students construct or build their knowledge to obtain higher learning outcomes.

This is also explained by Mayer and Moreno (2012), a person who examines animation instruction in teaching that can help students build relationships between words and images in multimedia learning, where the results show that students who get narrative explanations along with animation have higher scores. than students who are given narration or amination only.

D. Conclusion

Online Learning with Google Forms Embedded with Youtube and Material Links can improve student biology learning outcomes in the online learning process system during the Covid19 epidemic as it is today.

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Development of Student Worksheet Based on Problem to Improve Student's Mathematics Communication Skills

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Abstract: This study aims to describe: (1) the validity of student worksheets based on problem; (2) increasing the mathematical communication skills of high school students by using student worksheets based on problem; (3) student responses to the development of student worksheets based on problem. This research is research and development. This research was conducted using Dick and Carrey model. The population in this study were all students of class X Darul Aitami private high school. Sampling used simple random sampling and the classes used as samples for the trial were class X-1 and class X-2. From the results of trial 1 and trial 2 it can be obtained: (1) student worksheets are included in the valid category, reviewed from several aspects, namely: format, language, material, and content. (2) the improvement of students' mathematical communication skills by using student worksheets based on problem increased by 6.9%, in the first trial results the students' average score was 73.4% and after conducting the second trial it increased by 80.3%. (3) student responses to the components of student worksheets and learning activities using student worksheets are positive. Furthermore, it is suggested that teachers can use student worksheets based on problem as an alternative to learning, with the guidance or questions provided that are affordable to students, so that students understand the problems they are given more easily.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan: (1) kevalidan lembar kerja siswa berbasis masalah; (2) peningkatan kemampuan komunikasi matematis siswa sekolah menengah atas dengan menggunakan lembar kerja siswa berbasis masalah; (3) respon siswa terhadap pengembangan lembar kerja siswa berbasis masalah. Penelitian ini merupakan penelitian pengembangan. Penelitian ini dilakukan menggunakan model Dick and Carrey. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA Swasta Darul Aitami. Pengambilan sampel menggunakan *simple random sampling* dan kelas yang dijadikan sebagai sampel untuk uji coba adalah kelas X-1 dan kelas X-2. Dari hasil uji coba 1 dan uji coba 2 dapat diperoleh: (1) lembar kerja siswa masuk dalam kategori valid, di tinjau dari beberapa aspek yaitu: format, bahasa, materi, dan isi. (2) peningkatan kemampuan komunikasi matematis siswa dengan menggunakan lembar kerja siswa berbasis masalah meningkat sebesar 6,9%, pada hasil uji coba I nilai rata-rata siswa 73,4% dan setelah melakukan uji coba II meningkat sebesar 80,3%. (3) respon siswa terhadap komponen-komponen lembar kerja siswa dan kegiatan pembelajaran dengan menggunakan lembar kerja siswa adalah positif. Selanjutnya, disarankan agar guru dapat menggunakan lembar kerja siswa berbasis masalah sebagai alternatif pembelajaran, dengan bimbingan atau pertanyaan-pertanyaan yang diberikan dapat terjangkau oleh siswa, sehingga siswa lebih mudah memahami masalah-masalah yang diberikan.

A. Introduction

Good education is that not only prepares students for a particular profession or position, but also for solving problems faced in everyday life. The goals of each educational unit must refer to the achievement of national education goals. National education aims to develop the potential of students to become human beings who believe and have faith in God Almighty, have noble character, are creative and independent (Zaini, 2011).

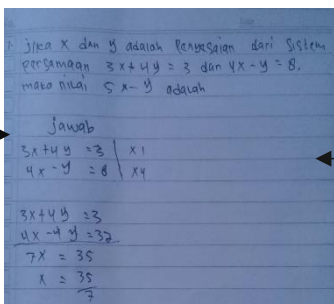
Often times students even find fear in doing math problems. The indication can be seen from the unsatisfactory student learning outcomes. According to Marpaung (Betharia, 2016) the quality of mathematics education in Indonesia on a national scale is still unsatisfactory. This can be seen in the low quality of students' mathematical skills which is reflected in the results of the International Survey The Trend International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) in 2011, Indonesia only ranks 38 with a score of 386 out of 42 country.

The need for mathematical communication of students in studying mathematics. This is because mathematics is a language and a tool, mathematics uses clear definitions and special symbols that can be used in life, it also makes it easier for students to understand maths lessons in order to make it easier for students to solve math problems. Ansary (2012) states that there are at least two important reasons why communication in mathematics needs to be cultivated among students. (1) mathematics as language, meaning that mathematics is not only a tool for thinking, a tool for finding patterns, solving problems or drawing conclusions, but mathematics is also a diverse tool for communicating various ideas in a clear, accurate, and precise manner. (2) mathematics learning as social activity, meaning as a social activity in mathematics learning, but also as a vehicle for interaction between students and also communication between teachers and students. Therefore, the existence of students' mathematical communication skills will accelerate students' mathematical understanding.

The results of preliminary observations made by researchers in the mathematics learning process that took place at the Darul Aitami Private High School, found that there was no character worksheet used by mathematics teachers in the mathematics learning process. The teacher only uses one textbook, while the students do not have the textbook. Students are only loaned textbooks during the lesson. In the learning process students must record the material delivered by the teacher.

The difficulty of students in solving problems because students' mathematical communication skills are still concerning, this can be seen from the questions given by researchers to class X students of Darul Aitami Private High School, on the material of the two-variable linear equation system. The following is the result of question completion by one of the Darul Aitami Private High School students:

Students have not been able to apply the formulas that have been learned and feel confused about what formulas will be applied to solve the questions so that students cannot answer the questions correctly.



Students have not written down what was asked about the questions and students have not drawn conclusions when answering the questions

Figure 1. students' answers to mathematical communication skills questions.

Aristia et al (2020) states that one of the determining factors for a good mathematics learning system is the teacher. Therefore, it is necessary to have teachers who are able to carry out the mathematics learning process properly. The main task of the teacher is to educate, teach, guide, direct, train, assess, and evaluate. A teacher to be able to complete his duties must have professional abilities.

There are many ways that educators can teach material that is memorable for students, from choosing teaching materials, learning models, teaching aids, learning media, and so on. Student worksheets are printed teaching materials in the form of paper sheets containing material, summaries, and instructions for implementing learning tasks that must be done by students, which refer to the basic competencies that must be achieved. According to Majid (2017) student worksheets are sheets containing tasks that must be done by students. Student worksheets should be arranged by providing questions that can make students more active and encourage students to develop their mathematical skills in improving students' mathematical communication. Darul Aitami Private High School, does not yet have a worksheet that guides students in communicating the material they are learning. Most teachers only provide practice questions in the book and have not fulfilled the student worksheets elements, so this can be one of the causes of low student learning outcomes. The low student learning outcomes, namely from the inaccurate selection of models, methods and learning media (Sulastri, 2017). The student worksheets at Darul Aitami Private High School, are as follows:

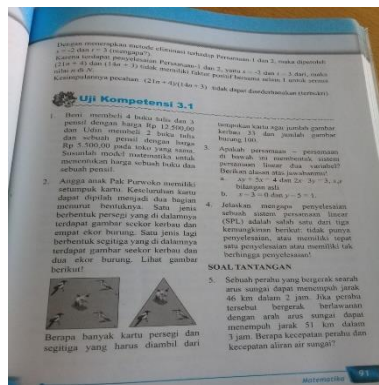


Figure 2. Student worksheets in schools

One work step that can lead students to communicate mathematics is by using problem-based learning strategies where the steps of problem-based learning strategies can lead students to be able to communicate the mathematics they are learning, because problem-based learning is a teaching method characterized by problems. real as a context for students to learn skills, solve problems, and gain knowledge, so that students are more focused in solving math problems. This is in line with the opinion of learning and teaching support network (Kurniawati et al, 2016), which states that one thing that can be improved from student activity in solving problems is students' mathematical communication skills.

The need for student worksheets that can improve students' mathematical communication skills. So it is very appropriate to conduct research and development of student worksheets on problem-based two-variable linear equation material to improve students' mathematical communication.

B. Method

This research is a research and development, the product of this research and development is a student worksheet based on problem. The purpose of this development research is to describe: (1) the validity of Student Worksheets based on problem; (2) improving students' mathematical communication skills by using Student Worksheets based on problem; (3) student responses to Student Worksheets based on problem.

The population in this study were all class X students of Darul Aitami Private High School. Sampling in this study using simple random sampling. The school that is used as the sample of this research is class X-1 Darul Aitami Private High School, on the material of two-variable linear equation system. Trial I was conducted in class X-I of Darul Aitami Private High School and Trial II was conducted in class X-1I of Darul Aitami Private High School. The reasons and considerations in selecting the sample, namely the schools sampled have the same characteristics seen from the learning time, student characteristics, and the material being studied.

The development model used in this research is the Dick & Carey model. Dick and Carey development model has 10 stages in the development and design process, namely: (1) identification of learning objectives, (2) learning analysis; (3) student analysis and context; (4) determining learning objectives; (5) developing assessment instruments; (6) developing learning strategies; (7) developing and selecting learning materials; (8) designing and conducting formative evaluations; (9) revision; (10) designing and conducting a summative evaluation.

Analysis of the validity of student worksheets, which is based on the results of this validation analysis, is based on the opinions of two experts in the field of mathematics education. based on the opinion of the mathematician, the average value for each aspect will be determined, so that the average value for the total aspects is obtained. Using the formula:

$$x = \frac{\sum xi}{n} \quad (\text{Sudjana, 2005})$$

Table 1. criteria for the level of validity of student worksheets

<i>Va</i> or the total mean value	validity criteria
$1 \leq Va < 2$	Invalid
$2 \leq Va < 3$	Enough
$3 \leq Va < 4$	Valid
$Va=4$	Very Valid

Student worksheets are said to be valid if the mean value of the two validators reaches 3-4, then it can be said to be included in the valid or suitable category for use. The analysis of the improvement of students' mathematical communication was obtained from the posttest results of mathematical communication skills in trials I and II by comparing the average score obtained by students and the average score for each indicator of mathematical communication from the results of the posttest trials I and II can be analyzed using criteria following:

Table 2. criteria for increasing students' mathematical communication skills

Interpretation of test validity	validity criteria
0,800-1,00	Very High
0,600-0,800	High
0,400-0,600	Not High enough
0,200-0,400	High enough
0,00-0,200	Very low

Students' mathematical communication is said to increase when the student's score reaches 80. The data analysis of the student response questionnaire results was analyzed using quantitative descriptive by presenting the positive and negative responses of the students in filling out the student response questionnaire sheets calculated by the formula:

$$\% \text{ response to every aspect} = \frac{\text{the number of students responding}}{\text{total number of students}} \times 100\%$$

To determine the achievement of learning objectives from student responses, it is assessed from the number of students who give a positive response greater than or equal to 80% of the number of subjects studied for each trial.

Validator of validation data, student mathematical communication improvement data and student response questionnaire data are analyzed so that student worksheets are known in terms of validity, student mathematical communication and student responses to student worksheets.

C. Result and Discussion

1. Identify learning objectives

At this stage, the researcher conducted several analyzes which will be presented in the following table.

Table 3. data analysis results

Analysis stage	Analysis results
Needs analysis (material and curriculum)	a. The curriculum used by Darul Aitami Private High School is the 2013 curriculum. b. In mathematics, especially in the material of the two-variable linear equation system at Darul Aitami Private High School, it has not used student worksheets.
Needs analysis (scoring system)	Through observations made by researchers in class X SMA Private Darul Aitami, information was obtained that so far there has been no math worksheets, especially in the material of two-variable linear equation systems.

2. Instructional analysis stage

At this stage, several instructional objectives are obtained regarding relevant skills and are needed by students to achieve competency or learning objectives. The skills that must be mastered by students especially in the realm of mathematical communication can be seen in the following table:

Table 4. mathematical communication skills

Stages	Indicator	Number of test
Write	Students can explain the situation criteria from a given picture / graphic in their own words in written form.	1, 2, 3
Draw	Students can state a situation with pictures / graphics.	
Mathematical expressions	Students can express a situation into a mathematical model	

3. Identifying the characteristics of students stage

At this stage, the researcher analyzed the character of students at Darul Aitami Private High School, especially in the class that would be the test subjects in this study, namely class X MIA II. The results are as follows:

- Students who are in class X MIA II Darul Aitami Private High School are students who need more guidance than X MIA I.
- The students of X MIA II SMA consist of 22 students.
- The actual ability of students in this class is relatively low, they do not understand the lessons given by the teacher. They have difficulty in learning mathematics, especially in the material of two-variable linear equation systems, but there are some students who can catch the lesson by practicing questions using the discussion method.

4. Stage of formulating specific learning goals

From this stage, several formulations of specific learning objectives regarding students' mathematical communication skills must be mastered by students, including the following:

- Students can communicate story problems into mathematical symbols on the material of two-variable linear equation systems.
- Students can solve the problems contained in the worksheets on the material of the two-variable linear equation system.
- Students can communicate mathematics into mathematical symbols.
- Students can process and analyze data in worksheets.
- Students can communicate the results of completing the test questions contained in student worksheets.

5. The stage of developing tools or instruments for student worksheets

At this stage the researcher began to develop a student worksheet instrument on the material of two-variable linear equation systems. The student worksheet instrument design specifications are:

- The instrument made was a student worksheet on the two-variable linear equation system material in the form of a lesson plan and an observation sheet using test techniques.
- The material chosen to display the aspects of students' skills in problems in the material of two-variable linear equation systems because the two-variable linear equation system material requires high accuracy to solve the problems contained in student worksheet. Then in this material the skills of students in communicating mathematics are assessed as starting from planning, designing experiments, conducting experiments, communicating and making conclusions.
- The product that has been developed will be validated by a team of experts or trainers. Validation was carried out by 1 mathematics education lecturer and 1 mathematics education teacher.

6. Stage of developing learning strategies

The result of this stage is that the researcher determines the learning strategy that will be applied in order to achieve the learning objectives that are expected to be achieved by students. The forms of learning strategies that can be used in implementing activities are learning activities, presentation of learning materials, and follow-up activities of learning activities. The learning strategy used is a problem-based learning model.

7. The stage of developing teaching materials

To support the learning strategies that have been designed, teaching materials in the form of student worksheets are also developed. Student worksheets that are made and validated by the validator in terms of format, content, and language through the consideration of experts or validators, it is hoped that student worksheets can be more easily used by students. Validation of student worksheets was carried out 3 times, namely on Tuesday, 17 September 2019 and Monday on 23 September 2019 and 24 September 2019. In the first stage of validation there are several suggestions as follows:

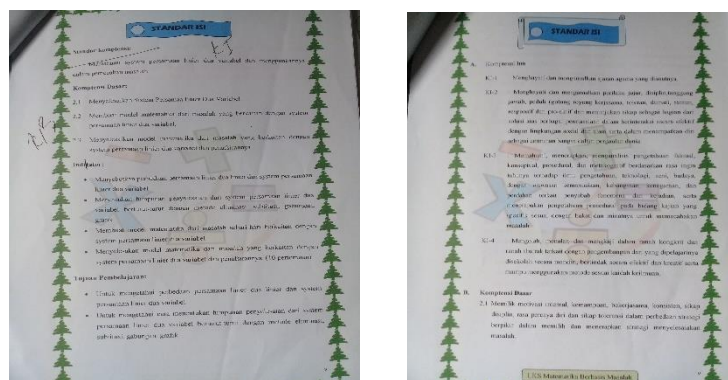


Figure 3. before and after revision 1

The second validation was carried out on Monday 23 September 2019 validation was carried out after revision 1. The validated product is called draft 2. The validator's suggestions for student worksheet products are as follows:

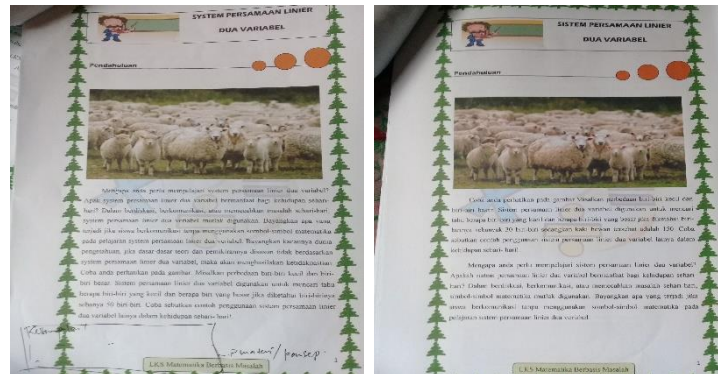


Figure 4. Before and after revision 2

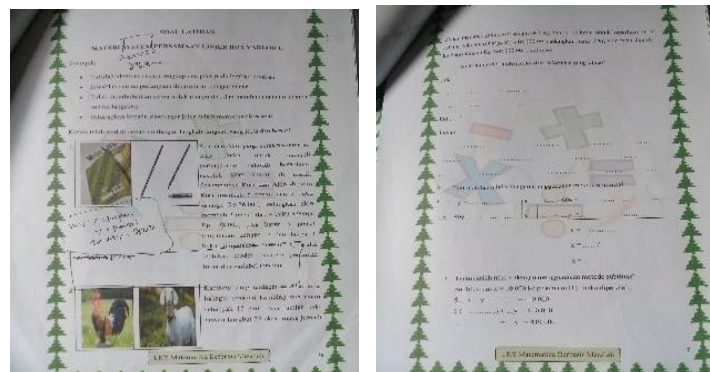


Figure 5. before and after revision 2

The third validation was carried out on 24 September 2019 validation was carried out after revision 2. The validated product is called draft 3. The validator's suggestions for student worksheet product are as follows:

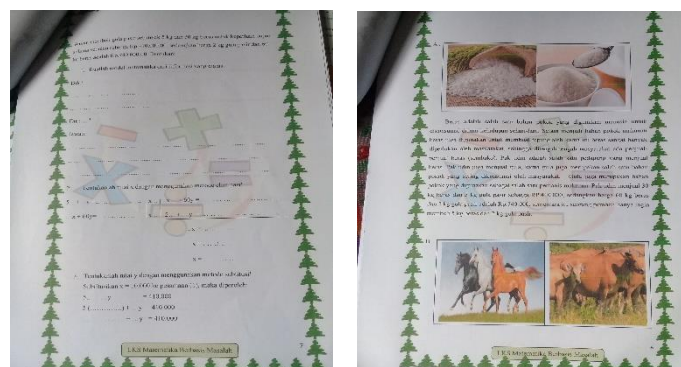


Figure 6. before and after revision 3

8. Design stage and formative evaluation

The evaluation is done by asking the opinions of experts / validators about the product being developed based on the format, content and language, where the results of this evaluation can be used as input to improve the product being developed.

Table 5. validation results of student worksheets

No	Rated aspect	Average score	Category
1	Format	3,8	Valid
2	Contents	3,8	Valid
3	Language	3,8	Valid
4	Material	3,6	Valid
average number of scores		3,75	Valid

The results of the validation of the questions that were validated by the validator are as follows:

Table 6. description of the average results of the test question validation

No	Observed aspects	Scores
1	Format	4,0
2	Contents	3,5
3	Language	3,5
average number of scores		3,7

9. Revision stage of student worksheets

After the revision was complete, the student worksheet instrument was tried out in the first trial in class X MIA I Darul Aitami Private High School. The trial was carried out in small groups of 19 students and divided into 4 groups. While trial II was tried out in class X MIA II was conducted in small groups of 21 students and divided into 4 groups. The student worksheet instrument is applied to its use in the learning process on the two-variable linear equation system material in class X MIA I in compulsory mathematics which is held by Ms. Nurhayati. The average score obtained by students when solving problems in student worksheets on the two-variable linear equation system material in the post-test results of the first trial of class X MIA I can be seen in the following table:

Table 7. description of post-test results of trial I of mathematical communication skills

Explanation	Post-test trial I of students' mathematical communication skills
Highest score	90
Lowest score	52

The average score obtained by students when solving problems in student worksheets on the two-variable linear equation system material on the post-test results of trial II in class X MIA II can be seen in the following table:

Table 8.

description of post-test results of trial II of mathematical communication skills

Explanation	Post-Test Trial I of students' mathematical communication skills
Highest score	94
Lowest score	63

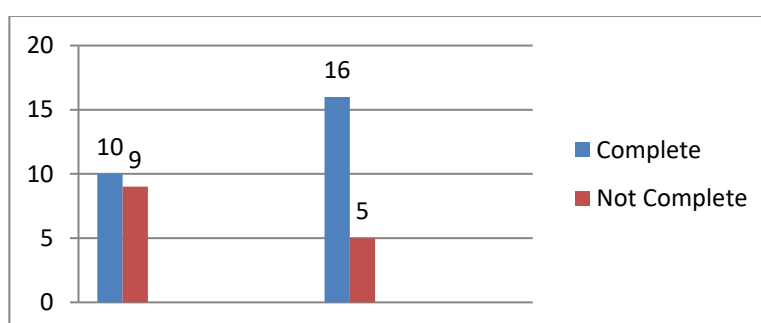
Based on tables 7 and 8 the descriptions of the post-test results of trial I and post-test of trial II were analyzed to determine the improvement in students' mathematical communication by comparing the average score of students obtained from the average results of post-test in trial I and post-test trial II, students' mathematical communication skills using problem-based learning can be described in the following table:

Table 9.

description of the average results of students' mathematical communication skills

Explanation	Post-test trial II of students' mathematical communication skills	Post-test trial II of students' mathematical communication skills
Highest score	90	94
Lowest score	52	63
Average	73,4	80,3

To make it easier for readers to get information quickly and easily to understand, the researcher also describes the average results of mathematical communication in the post-test trial I and post-test trial II in the following graphical form:

**Figure 7.** graph of the results of the post-test trial I and post-test trial II

Furthermore, the description of the increase in students' mathematical communication skills by using student worksheets based on problem on the results of the post-test scores of trial I and post-test of trial II for each indicator of students' mathematical communication skills can be seen in table 10 as follows:

Table 10. average mathematical communication skills of students for each indicator

Mathematical communication skills indicator	Average	
	Post-test trial I	Post-test trial II
Write	2,75	3,5
Draw	1,75	2,22
Mathematical expressions	3,22	3,75

10. Design and developing a summative evaluation stage

The final stage of Dick and Carrey model is a summative evaluation that is carried out after the program has been formatively evaluated and revised. This assessment is carried out by independent assessment. At this stage the researcher asks students to respond to the instrument that the researcher has developed, namely student worksheet in class X MIA II. This student response is done to see the extent of student interest in the student worksheet.

Based on the results of the analysis of average student response questionnaire, it can be seen from the percentage results of all aspects contained in student worksheet, namely students who are happy with student worksheet by 90.4% and only 6.7% who are less happy than the opinions of 21 students on student worksheet components.

D. Conclusion

Based on the results of the analysis and discussion in this study, the researcher can conclude several things, namely as follows:

1. The validity of the student worksheets developed in this study has an average total of 3.75 and is included in the valid category. Because the two validators give a good category, which means that the student worksheet developed by the researcher can be used with a little revision. Even so, further improvements and refinements or adjustments are still needed if the student worksheets are to be applied to other conditions.
2. The improvement of students' mathematical communication skills using problem-based learning on the material of the two-variable linear equation system is the average achievement of students' mathematical communication skills in the post-test trial I of 73.4 and in the post-test of trial II of 80.3 and increased by 6.9.
3. Student responses to student worksheets that researchers have developed are judged by the goodness of student responses to student worksheets and it can be concluded that student responses to the components of student worksheets and learning activities using student worksheets get a positive response.

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Improving Biology Learning Outcomes on Enzymes and its Functions Through Modification of Multiple Representation Learning Model in Class XII IPA SMAN 1 Danau Panggang

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Abstract: The Biology learning process in class XII IPA at SMA Negeri 1 Danau Panggang has so far been more dominant in applying conventional learning models which are characterized by 1) teacher-centered, 2) emphasis on receiving knowledge, 3) less variety, 4) less empowerment of all potential students, and 5) using a monotonous method, because the teacher is dominant as the center of learning resources as a result, there are still many students who are passive, most students do not dare to ask questions. Student activity in learning and discussion is still low, many students in the learning process seem to be passive. As a result, learning becomes boring and less passionate, so learning outcomes are low. The purpose of this study was to improve learning outcomes of Biology on the subject of enzymes and their functions through Modification of the Multiple Representation Learning Model in class XII IPA SMAN 1 Danau Panggang. The research method used is comparative descriptive. Data were taken from 23 students with details of 8 men and 15 women. Then from the data, the percentage value of student learning completeness classically is sought using a predetermined formula using instruments in the form of observations of teacher activities, observations of student activities and student learning outcomes. The results of the final study showed that the average value obtained was 76.52 and the completeness of learning outcomes was 100%. Meanwhile, the activities of teachers and students also increased. Teacher activity increased from 59.72% to 79% with criteria from good to very good. Student activity also increased from 48% to 65% with good criteria.

Abstrak: proses pembelajaran Biologi dikelas XII IPA SMA Negeri 1 Danau Panggang selama ini lebih dominan menerapkan model pembelajaran konvensional yang ditandai 1) berpusat pada guru, 2) penekanan pada menerima pengetahuan, 3) kurang bervariasi, 4) kurang memberdayakan semua potensi siswa, dan 5) menggunakan metode yang monoton, karena guru dominan sebagai pusat sumber pembelajaran akibatnya Masih banyak siswa yang pasif, Sebagian besar siswa tidak berani bertanya. Aktivitas siswa dalam belajar dan diskusi masih rendah, siswa dalam proses pembelajaran kelihatan masih banyak yang pasif. Akibatnya pembelajaran menjadi membosankan dan kurang bergairah, sehingga hasil belajar menjadi rendah. Tujuan penelitian ini adalah untuk meningkatkan hasil belajar Biologi pada pokok bahasan enzim dan fungsinya melalui Modifikasi Model Pembelajaran Multipel Representasi pada siswa kelas XII IPA SMAN 1 Danau Panggang. Metode penelitian yang digunakan adalah secara Deskriptif Komparatif. Data diambil dari siswa sebanyak 23 orang dengan rincian 8 orang pria dan 15 orang wanita. Kemudian dari data tersebut dicari nilai persentase ketuntasan belajar siswa secara klasikal menggunakan rumus yang sudah ditentukan menggunakan instrumen berupa hasil pengamatan aktivitas guru, pengamatan aktivitas siswa dan hasil belajar siswa. Hasil penelitian akhir menunjukkan bahwa nilai yang diperoleh rata-rata 76,52 dan ketuntasan hasil belajar 100%. Sementara itu, aktivitas guru dan siswa juga meningkat. Aktivitas guru meningkat dari 59,72% menjadi 79% dengan kriteria dari baik menjadi sangat baik. Aktivitas siswa juga meningkat dari 48% menjadi 65% dengan kriteria baik.

A. Introduction

On learning outcomes in the biology learning process in class XII IPA SMA Negeri 1 Danau Panggang, this shows that student achievement is still low. This can be seen from the average value of the daily test results which are still below the minimum completeness criteria, which is 58.70 from minimum completeness criteria which is set at 65. The lowest score is 40 and the highest score is 70 from 23 students. Only 5 people completed or 21.74%, 18 people did not complete or 78.26% of the total number of students. This data proves that the achievement of student learning outcomes and learning activities is still low. Therefore, it is necessary to make efforts to increase the achievement of learning outcomes and student activities, as well as to improve the quality of researchers in their main task as educators.

The Biology learning process in class XII IPA SMA Negeri 1 Danau Panggang is generally more dominant in applying the conventional learning model which is characterized 1) teacher-centered, 2) emphasis on receiving knowledge, 3) less variety, 4) less empowering all potential students, and 5) using methods which is monotonous, because the teacher tends to be dominant as the center of learning resources as a result: There are still many students who are passive. Most of the students do not dare to ask questions. Student activity in learning and discussion is still low, many students in the learning process seem to be passive. As a result, learning becomes cold and less enthusiastic.

With the things mentioned above so that the learning process can become warmer, more passionate, learning achievement increases, it is necessary to look for a modern cooperative learning model in order to generate benefits for the development of logical thinking skills, critical attitudes and student sensitivity so that the overall learning process becomes better. cooperative and fun when compared to conventional learning models. Many cooperative learning models are available.

According to experts, there are many types of modern cooperative learning models, as mentioned by Hamdayama (2016) various learning models, including Project Based Learning, Quantum Learning, Multiple representations, Team Accelerated Instruction and many others.

The four examples of the learning model are modern, cooperative and student-centered, this is different when compared to the conventional learning model which is only teacher-centered. From the results of research by Iswari (2018), it shows that when compared to the two, the average value of the cooperative learning model (Team Accelerated Instruction) is much higher than the conventional model, namely 95.8341 with 79.6875. Another median value, namely the median is also much different in the conventional model, the median value is 79,1650 while the Cooperative model (Team Accelerated Instruction) is 100. Based on this explanation, it can be concluded that the cooperative learning model (Team Accelerated Instruction) can increase students' cognitive scores.

In connection with the above problems, the researchers tried to modify the multiple-representation learning model with the minimum hope of producing students who have an honest, disciplined attitude, opinion, respect friends, responsibility and achievement, so that ultimately will improve learning outcomes.

In an effort to achieve good learning outcomes, classroom action research (CAR) is very much needed to overcome the learning process that does not produce value and a fun learning process. There is a gap between expectations and reality in a test, where the results of learning biology in the pre-cycle mostly only reach scores below the minimum completeness criteria.

So that learning outcomes can increase to reach the minimum completeness criteria or above, it is necessary to increase all activities in the biology learning process. One way is to conduct classroom action research in the form of a modified multiple representation learning model.

B. Method

The subjects of this study were students of class XII IPA SMAN 1 Danau Panggang. In the subject of this research, will produce products that come from 3 kinds of actions in the form of Pre-Cycle, Cycle I and Cycle II. The product of the research results in the form of cognitive assessment results, teacher and student activities. The place of this research is at SMAN 1 Danau Panggang, Jl Sukaramai RT.04, No.63 Kecamatan Danau Panggang. The number of students to be studied is 23 students of class XII IPA SMAN 1 Danau Panggang consisting of 8 men and 15 women. This research procedure consists of 3 cycles, each cycle consisting of 6 stages of the learning process, each of which is contained in a lesson plan.

In this study, the instruments used for data collection were observations, interviews, observations of teacher activities, observations of student activities, student worksheet/discussion summaries and test scores. Data analysis is carried out with the aim of

- a. To determine student achievement, comparative descriptive analysis was used. Where to find the percentage of student learning completeness classically using the following formula:

$$\% = \frac{n}{N} \times 100$$

Note:

n = The number of students who scored ≥ 65

N = The total number of students

Value < 65 = students did not complete their studies

Value ≥ 65 = students complete their studies

(Muhidin & Abdurahman, 2011).

- b. Calculate the class average value with the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

X = Average (mean)

$\sum X$ = sum of all scores

N = number of subjects

Sudjana (2010).

- c. The results of the student activity observation sheet were analyzed in the following way:

$$NP = \frac{R}{SM} \times 100$$

Note:

NP = Percent value sought

R = score obtained by students

SM = ideal maximum score

100 = Fixed number

With the percentage value criteria used the following criteria:

$x \leq 25$ = Bad (B)

$25 < x \leq 50$ = Fairly Good (FG)

$50 < x \leq 75$ = Good (G)

$75 < x \leq 100$ = Very Good (VG)

(Purwanto, 2010)

d. The results of the student activity observation sheet were analyzed by as follows:

$$NP = \frac{R}{SM} \times 100$$

Note:

NP = Percent value sought

R = Score obtained by students

SM = Ideal maximum score

100 = Fixed number

With the percentage value criteria used the following criteria:

$X \leq 25$ = Bad (B)

$25 < x \leq 50$ = Fairly Good (FG)

$50 < x \leq 75$ = Good (G)

$75 < x \leq 100$ = Very Good (VG)

(Purwanto, 2010)

This success indicator includes the percentage of student learning outcomes, teacher activities and student activities. Learning outcomes are said to be successful if they meet the percentage of completeness 65%. Teacher activities and student activities are said to be successful if they meet the percentage of $50\% < x 75\%$ = Good (G) or $75\% < x 100\%$ = Very Good (VG).

C. Result and Discussion

From several tables and graphs, the summary of the research results below, starting from the pre-cycle, the first cycle of action, the second cycle and up to the third cycle of action. Tables and graphs consist of a summary table listing student learning outcomes, a summary of student activity observations, a summary of teacher activity observations and a summary of the measurement of learning outcomes, teacher and student activities.

Table 1. The value of student learning outcomes

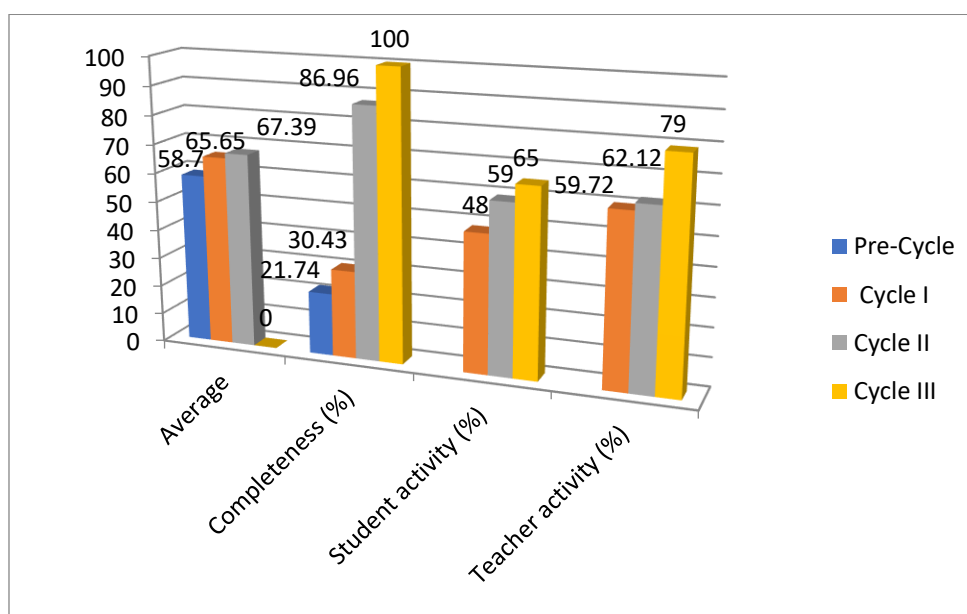
Category	Pre-cycle Value	Cycle I Value	Cycle II Value	Cycle III Value
Average	58,70	65,65	67,39	76,52
Completeness	21,74%	30,43%	86,96%	100%

Table 2. Student activity observation results

Category	Cycle I Value	Cycle II Value	Cycle III Value
Average	31	31	47
Student activity	48%	59%	65%

Table 3. Teacher activity observation results

Category	Cycle I Value	Cycle II Value	Cycle III Value
Average	43	44	57
Teacher activity	59,72 %	62,12 %	79%

**Figure 1.** Learning outcomes, student and teacher activities

In the initial conditions the average value was 58.70 to 65.65 in cycle I, to 67.39 in the cycle II and to 76.52 in cycle III. Everything is calculated based on the value obtained by students from the lowest to the highest.

The lowest value of the pre-cycle condition was 40, at the end of the cycle the lowest value increased to 60. While the highest value also increased from the pre-cycle condition was 70 at the end of the cycle action increased to 90.00. Students who have completed the pre-cycle increased from only 5. In the final cycle to 23 people.

Based on teacher observation data, the process of teaching and learning activities went according to plan, all aspects could be implemented properly, such as the time used had not shifted far from the previously planned stages, there was time available in linking the material with other relevant knowledge, the quality of motivation at the beginning of the learning process has improved, and there is enough time to draw conclusions by involving students. Closing the lesson is no longer rushed, because there is time to pray well. All of these processes can run well, because they are supported by student activities that are getting better as well.

According to Nashar (2010), learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve the best possible achievement or learning outcomes. In a study on the scientific family by Doyan, et al. (2018) with the ANOVA test, it is concluded that there is an effect of the multiple representation learning approach and students' learning motivation on learning outcomes. Multi-representation is one way to increase external motivation.

The results of research on multiple representations by Widianingtiyasa, et al (2015) showed that students in the experimental class showed an increase in learning outcomes of 7.14% in the posttest. Meanwhile, students in the control class experienced an increase of 0.32%. Thus, it can be seen that the increase in learning outcomes is greater in the experimental class so that it can be concluded that the multi-representation approach has a positive effect on students' cognitive abilities.

Mousavi and Sweller (2011) researched the reduction of cognitive load by mixing audio and visual presentation models. The results showed that various sources of information produce a large cognitive load, effective cognitive capacity can be increased when audio and visual are used.

The form of using audio and visual in this study is that students use power point applications in presenting the results of their discussions. In the power point application there are animations in the form of words, pictures and videos that can help students construct or build their knowledge to obtain higher learning outcomes. As explained by Mayer and Moreno (2010) researched animation instruction in teaching that can help students build relationships between words and pictures in multimedia learning, where the results show that students who get narrative explanations along with animation have higher scores than students who are given narration or amination only.

Thus modifying the Multiple Representation learning model assisted by the use of power point animations in the presentation of student discussion results can further improve biology learning outcomes, teacher and student activities on the subject of enzymes and their functions.

D. Conclusion

The conclusion of this study is that the results of the study indicate the initial condition of the class average value of 58.70 with the criteria of completeness learning outcomes of 21.74%, with this value the criteria for completeness have not been achieved. The average value of the first cycle class is 65.65 with complete learning outcomes of 30.43%, with this value, the criteria for completeness have not been achieved. The average value of the second cycle class is 67.39 with complete learning outcomes of 86.96%, with this value the criteria for completeness can be categorized as achieved or successful. However, it is more convincing with the third cycle with an average grade of 76.52 and complete learning outcomes of 100%. Meanwhile, the activities of teachers and students also increase. Teacher activity increased from 59.72% to 79% with the criteria categorized from good to very good. Student activity also increased from 48% to 65% with the criteria categorized from quite good to good.

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Authentic Assessment in Online Learning During The Covid-19 Pandemic

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Abstract: This study aims to determine the ability of subject teachers in making an authentic instrument after studying the material about authentic assessment. The variables of this study include authentic instruments made by each subject teacher to be analyzed descriptively using a simple analytical rubric. The conclusion of this research is that after studying the material on authentic assessment, all subject teachers can make one or more authentic assessment instruments with the criteria for making the results of which the average is very good.

Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan guru mata pelajaran dalam membuat sebuah instrument autentik setelah mempelajari materi tentang penilaian autentik. Variabel penelitian ini meliputi instrumen autentik yang dibuat oleh setiap guru mata pelajaran untuk dianalisis secara deskriptif menggunakan rubrik analitik sederhana. Kesimpulan dari penelitian ini adalah bahwa setelah mempelajari materi tentang penilaian autentik, semua guru mata pelajaran dapat membuat sebuah atau lebih instrumen penilaian autentik dengan kriteria hasil pembuatan yang rata-ratanya sangat baik.

A. Introduction

Assessment or evaluation in the process of teaching and learning activities online or offline absolutely must be done to measure the success of a learning system run by a teacher. Assessment is a process result in a learning that begins with planning, implementation and evaluation or assessment (Farman et al, 2021).

In the Indonesian dictionary, the term assessment or evaluation has the meaning of assessment (Depdiknas, 2019). While evaluation in the world of education has a different meaning. But the word assessment is also part of the evaluation. According to Zainal Arifin, evaluation is broader in scope than assessment, while assessment is more focused on certain aspects that are part of that scope (Ani, 2013).

Some of the characteristics of authentic assessment include; (1) learner-centered, (2) is an integrated part of learning, (3) is contextual and depends on learning content, (4) reflects the complexity of learning, (5) uses various methods/procedures, (6) informs how learning or development program that should be carried out, and (7) qualitative (Sani, 2016).

Almost all teachers have difficulty in developing self-assessment tools. The ability of teachers in developing assessment tools is one of the descriptions of the quality of learning in schools (Zagoto, 2018), some teachers do not understand good and correct assessment tools in the final process of a learning activity, so it can be said that schools have not been able to develop assessment tools independently. The school hopes that the assessment carried out by a teacher is truly an authentic assessment, so that the learning process carried out by a teacher who is truly qualified or qualified in accordance with the demands of the government in educational assessment standards.

B. Method

The method of compiling this research is an offline and online literature study on Authentic Assessment material, then applied to all subject teachers to create an authentic instrument rubric according to their respective subjects.

The results of data collection will then be analyzed using a non-parametric statistical approach in a descriptive manner using purposive sampling in the form of an analytical rubric, with the following criteria; score, 9-12 = very good, 5-8 = quite good, 1-4 = not good (BELMAWA KPT Team, 2019)

C. Result and Discussion

The results of the research on authentic assessment are as summarized in the table below:

Table 1. Authentic Assessment by Subject Teachers

Score total	Average	Criteria
140	9,33	Very good

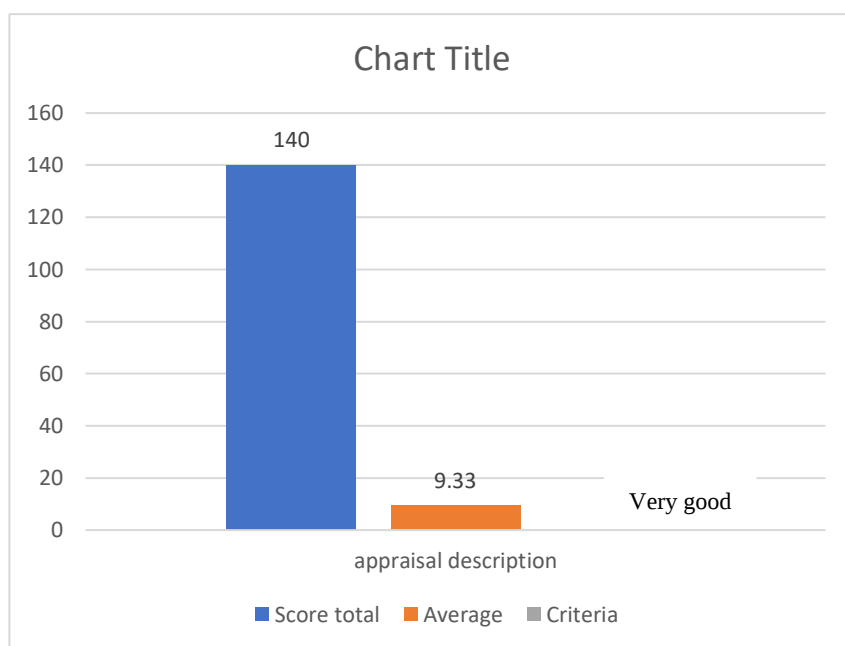


Figure 1. Appraisal description

The Assessment of Making Authentic Rubrics by Subject Teachers shows that after studying the material on authentic assessment all teachers can make one or more authentic assessment instruments with the criteria for making the average results very good.

The results showed that after studying the material on authentic assessment, all subject teachers were able to make one or more authentic assessment instruments with the criteria for making the average results very good. Thus all subject teachers can make one or more authentic assessment instruments with very good criteria that can produce one or more measuring tools for a meaningful measurement.

According to the Ministry of Education and Culture (2013), authentic assessment is a significantly meaningful measurement of student learning outcomes for the domains of attitudes, skills, and knowledge. So with the change in the paradigm of learning activities, what is in the learning process also changes, including assessment. At that time, the KTSP demanded the implementation of an assessment that referred to

Educational Assessment Standards. One of the assessment principles contained in the Regulation of the Minister of National Education of the Republic of Indonesia No. 20 of 2007 concerning Educational Assessment Standards is comprehensive and continuous. Thorough means that the assessment by the teacher covers all aspects of competence (cognitive aspects, psychomotor aspects and affective aspects) using various appropriate assessment techniques. Continuous means that the assessment is carried out to monitor the development of students' abilities (Wulandari, 2014).

From the facts that occur in the field, we assume that with the change in the KTSP curriculum to the 2013 curriculum, the assessment of the student learning process also changes continuously, so that it follows the procedures that are part of the 2013 curriculum and its revisions. Authentic assessment needs to be carried out for certain reasons.

There are several reasons for the need for an authentic assessment. Among them when conducting an assessment, many activities will be clearer if assessed directly, for example the ability to argue or argue, skills to use computers and skills to carry out

experiments. Likewise, assessing students' attitudes or behavior towards something or when doing something.

Furthermore, for teachers or educators, it is necessary to know the extent of students' abilities during learning. So it takes an accurate assessment and can review all student activities. Assessment techniques that can be used to monitor actual (real) student progress during learning activities and not something made up are authentic assessment techniques (Arifin, 2010).

In another reference, according to the opinion that authentic assessment is the process of collecting various data that can provide an overview or information about the development of students' learning experiences. Thus it can be understood that authentic assessment is an assessment technique that is considered effective in collecting student data to determine student learning experiences during the learning process.

Meanwhile, according to Nurgiyantoro (2011), authentic assessment is concerned with assessing the process and results at the same time. Thus, all student appearances in a series of learning activities can be assessed objectively, as they are, and not solely based on the final result (product). After all, a lot of student performance is displayed during the learning activities so that the assessment must be carried out during and in line with the ongoing learning process activities.

The purpose of authentic assessment is planning the assessment of students in accordance with the competencies to be achieved and based on assessment principles, implementing student assessments in a professional, open, educative, effective, efficient manner, and in accordance with the socio-cultural context; and reporting the results of student assessments in an objective, accountable, and informative manner using certain assessments. According to Umami (2018), authentic assessment is a significantly meaningful measurement of student learning outcomes for the domains of attitudes, skills, and knowledge. The term assessment is a synonym for assessment, measurement, testing, or assessment. The term authentic is a synonym for genuine, real, valid, or reliable.

In short, authentic assessments are performance appraisals, portfolios, and project appraisals. Authentic assessment is sometimes called responsive assessment, a method which is very popular for assessing the process and learning outcomes of students who have special characteristics, ranging from those who experience certain disorders, have special talents and interests, to geniuses. Authentic assessment can also be applied in certain fields of science such as art or science in general, with the main orientation on the process or learning outcomes. Authentic assessment is often described as an assessment of student development, as it focuses on their developing ability to learn how to learn about a subject.

Authentic assessment must be able to describe what attitudes, skills, and knowledge students have or have not had, how they apply their knowledge, in what ways they have or have not been able to apply the learning gains, and so on.

D. Conclusion

The results showed that after studying the material on authentic assessment, all subject teachers were able to make one or more authentic assessment instruments with the criteria for making the average results very good.

Authentic assessment is the process of collecting various data that can provide an overview or information about the development of students' learning experiences. Thus it can be understood that authentic assessment is an assessment technique that is considered

effective in collecting student data to determine student learning experiences during the online or offline learning process.

The types of authentic assessment are; Performance Appraisal, Appraisal Projects, Portfolio Assessments and Written Assessments

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