

p-ISSN 2722-5194

e-ISSN 2722-7790

# EDUNESIA

## JURNAL ILMIAH PENDIDIKAN

VOLUME 2 NO 3 NOVEMBER 2021



Published By  
Research, Training, & Philantropy Institution  
Natural Aceh

## EDUNESIA: Jurnal Ilmiah Pendidikan (Educational Research in Indonesia)

Volume 2, No 3, November 2021

Doi Prefix: 10.51276/edu.v2i3

Article in Edunesia: Jurnal Ilmiah Pendidikan

Available at: <https://edunesia.org/index.php/edu/issue/view/9>

Doi: <https://doi.org/10.51276/edu.v2i3>

**Edunesia : Jurnal Ilmiah Pendidikan** is published 2020. The Journal has ISSN: 2722-7790 (Online) & 2722-5194 (Print) in accordance with SK PDII-LIPI. The journal is published three times a year in **January, June** and **November** and published articles of educational research. The journal aims to be an open-access journal platform which publishes and disseminates the ideas and researches on **Education**. The scopes of the published articles in the prioritized order are: 1) Educational technology, 2) Educational development, 3) Learning and teaching, 4) Curriculum, Educational Media & Technology, 5) Learning environment, 6) Social Education, 7) Educational Approaches, 8) Education Method, Education Policy And Education Development, 9) Educational Administration, 10) Educational Assessment And Evaluation, 11) Educational Leadership, 12) Educational Administration and Educational Evaluation, 13) Educational Materials, 14) Teachers' and trainers' professional development, 15) Gender and Education, 16) Theories of Education, 17) Special Education And Cross-Cultural Education, 18) Professional Development and Continuing Education, 19) Instructional Theory, and 20) Language and Humanities Education.

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**Edunesia: Jurnal Ilmiah Pendidikan** indexed by Index Copernicus International, World Cat, Advanced Science Index, Doi Crossref, Google Scholar, Garuda, Indonesia One Search, Neliti, ROAD, BASE, Moraref, Dimensions, ISJD, Scilit, Researchbib, Directory of Research Journal Index (DRJI), Microsoft Academic Search, and Citefactor.



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## List of Contents

<b>Muhammad Muslih</b> Correlation of Family Disharmony with Student Achievement in Islamic Education Lessons at SMP NUHA Banjarharjo Brebes	Page 581-590
<b>Sinta Diana, Selvie Sianipar &amp; Rionidar Harianja</b> Literacy as an Effective Media for Distance Learning	Page 591-599
<b>Khin Thandar Aung, Rafiza Abdul Razak &amp; Nor Nazrina Mohamad Nazry</b> Establishing Validity And Reliability of Semi-Structured Interview Questionnaire in Developing Risk Communication Module: A Pilot Study	Page 600-606
<b>Aji Cahya Gumelar, Fatihah Ekawati, Fitriani Intan Purnamasari &amp; Zharra Cynthia Dewi</b> Ondel-Ondel Local Content Curriculum as A Vocational School of Betawi Cultural Preservation	Page 607-618
<b>Tissa Maharani</b> Analysis of Distance Learning Implementation from the Teacher's Perspective (Case Study: SDIT Al Iman Bintara)	Page 619-627
<b>Fadhil Pahlevi Hidayat</b> Media Literacy Education for Students During Learning Online the Covid-19 Pandemic	Page 628-634
<b>Mutia Nasution &amp; Syahroni Hasan Siregar</b> The Effect of Problem-Posing Learning Method on Students Achievement in Reading Invitation Letter	Page 635-642
<b>Pihraf Risana, Tri Jalmo, Pujiati, Dwi Yulianti &amp; Rochimayati</b> Development of LKPD Teaching Materials Based on Community Science Technology To Improve Students' High Level of Communication and Thinking Ability	Page 643-649
<b>Reni Febriyanti, Alben Ambarita &amp; Rochmiyati</b> Development of SAVI-Based LKPD to Improve Critical Thinking of V Grade Students of SDIT Wahdatul Ummah	Page 650-662
<b>Zaitun, Rochmiyati &amp; Pargito</b> Assessment Online Learning at Elementary	Page 663-667
<b>Meta Yuliana, Rochmiyati &amp; Dina Maulina</b> Blended Learning Assessment Instrument For Elementary School	Page 668-676

<b>Ahmad Nurdin, Hani Chaerunnisa &amp; Anwar Shidiq Santoso</b> Emotional Geographic Conditions in the COVID-19 Era at SMAN 1 Pagaden	Page 677-684
<b>Hasan Basri</b> The Efforts to Increase Teachers' Competence in Establishing KKM Through Training Activities MTS Daarul Muhsinin Janji Manahan Kawat Kabupaten Labuhanbatu	Page 685-695
<b>Syawal</b> The Principal of Madrasah Exemplary to Improve Teacher performance at MIS Al Azhar Sido Makmur Labuhanbatu	Page 696-704
<b>Anwar Shidiq Santoso</b> Learning Innovations During the Pandemic in Improving the Quality of Geography Learning	Page 705-715



## Correlation of Family Disharmony with Student Achievement in Islamic Education Lessons at SMP NUHA Banjarharjo Brebes

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### Article History:

Received: May 04, 2021  
Revised: Jun 09, 2021  
Accepted: Jun 13, 2021  
Online First: Jun 23, 2021

### Keywords:

Family Disharmony, Islamic Education, Student Achievement.

### Kata Kunci:

Ketidakharmonisan keluarga, Pendidikan Agama Islam, Prestasi belajar.

### How to cite:

Muslih, M. (2021). Correlation of Family Disharmony with Student Achievement in Islamic Education Lessons at SMP NUHA Banjarharjo Brebes. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 581-590.

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**Abstract:** Family harmony is one of the important factors in helping student achievement, because many students are raised in less harmonious families. The education and economy of their parents are relatively low, and they are also busy with making a living, all of which causes children's learning achievement to decline, especially in Islamic Religious Education lessons. This study aims to obtain data on the level of family disharmony of students at SMP NUHA Banjarharjo Brebes, in order to determine student achievement in Islamic Religious Education subjects and determine the relationship between family disharmony and student learning outcomes in Islamic Religious Education lessons at SMP NUHA Banjarharjo Brebes. The method used by the researcher is field research to collect data by observation, documentation, interviews, and questionnaires. Information that is qualitative is replaced with quantitative information with the technique of giving a value to all alternative answers. The results showed that the level of family disharmony of the students of SMP NUHA Banjarharjo Brebes was at a moderate level, the conclusion from the average value of student participants in Islamic religious learning was classified as moderate, and the correlation between students' family disharmony and student learning outcomes in Islamic Religious Education was classified as strong 0.77.

**Abstrak:** keharmonisan keluarga merupakan salah satu faktor penting dalam membantu prestasi belajar siswa, karena banyak siswa yang dibesarkan dalam keluarga yang kurang harmonis. Pendidikan dan ekonomi orang tua mereka yang relatif rendah, juga disibukkan dengan urusan mencari nafkah, semua itu menyebabkan prestasi belajar anak menurun, terutama dalam pelajaran Pendidikan Agama Islam. Penelitian ini bertujuan untuk memperoleh data dengan tingkat ketidakharmonisan keluarga siswa SMP NUHA Banjarharjo Brebes, supaya mengetahui prestasi belajar siswa pada mata pelajaran Pendidikan Agama Islam dan mengetahui keterkaitan ketidakharmonisan keluarga dengan hasil belajar siswa pada pelajaran Pendidikan Agama Islam di SMP NUHA Banjarharjo Brebes. Metode yang digunakan peneliti adalah penelitian lapangan untuk mengumpulkan data dengan observasi, dokumentasi, wawancara, dan angket. Informasi yang bersifat kualitatif diganti jadi informasi kuantitatif dengan teknik beri nilai pada semua alternatif jawaban. Hasil penelitian menunjukkan bahwa tingkat ketidakharmonisan keluarga siswa SMP NUHA Banjarharjo Brebes berada pada tingkat sedang, kesimpulan dari nilai rata-rata partisipan peserta didik pada pembelajaran Agama Islam adalah tergolong sedang, dan korelasi ketidakharmonisan keluarga peserta didik dan hasil belajar siswa pada pelajaran Pendidikan Agama Islam tergolong kuat 0,77.

## A. Introduction

Education is very important especially for life because it cannot be divided from activities, both from individual activities, families and in society and the State. Education is essentially a reciprocal relationship between teachers and students. Interaction is an influential state between teachers and students (Sukmadinata, 2005).

According to Triwiyanto (2014) education is an effort to attract something in humans as an effort to provide programmed learning experiences in the form of formal, non-formal, and informal education at school and outside school, which lasts a lifetime aimed at optimizing individual abilities so that in the future they can play the role of life appropriately. Etymologically family in Javanese terms consists of two words, namely *kawula* and *citizens*. *Kawula* means servants and citizens are members (Aziz, 2015).

The word pair of family is happy, the equivalent is to be a happy family. That is, the goal of everyone who builds a household is to seek happiness in life. If someone is not successful in his career outside the home, but succeeds in building a strong and prosperous family, then he is still seen as a successful and happy person. On the other hand, a person who is successful outside the home, but his family is in disarray, then he is not called a lucky person, failure in his household will be reflected on his face, also reflected in his unhappy life pattern (Mubarak, 2016).

Family is usually what we call the first environment in education. In the family, a child functions as a learner, and parents have a role as educators, the child has the first contact with the family, and most importantly with parents (Desmita, 2009). With development, students interact within the scope which is very broad, namely within the school environment.

Peace and togetherness in the family will be created well if the family makes the teachings of Islam as the basis. On this basis, a *sakinah* family will be built. The love between parents, namely husband and wife, is a very basic reason for the realization of a *sakinah* family, family harmony is a very important factor in helping student learning outcomes. Learning is a process that involves various elements and conditions. Not a few students have high intelligence but have problems experiencing learning achievement problems because there are no factors that support and help student learning activities, so learning achievement decreases. One of the factors that support and assist student learning activities is family harmony.

The bond between family harmony and student learning outcomes of SMP NUHA Banjarharjo Brebes in the author's observation has conformity with the concept above. Many students of SMP NUHA Banjarharjo Brebes who at first seemed to have high intelligence as evidenced by good report cards at the previous education level, but then their achievements declined, as evidenced by daily test scores, mid-semester test scores, end-semester test scores, and result scores. study in one semester or their report cards. Based on preliminary research, the authors found that many students of SMP NUHA Banjarharjo Brebes were raised in families with relatively low levels of parental education, low economic levels as well, not close relationships, both parental relationships between other family members. The parents are busy with the business of making a living, even to go abroad. They try their best to meet the needs of the family. They have more time to work, causing less attention to their children's learning development.

However, not all children in the care of a less harmonious family get poor performance. The truth of these assumptions according to the author needs to be tested in research. Therefore, the researcher conducted a research on the bond of family disharmony

with student achievement in the subject of Islamic Religious Education where the researcher had seen previous studies, namely Azizah in his research entitled family harmony ties with the learning outcomes of tenth grade students of SMK N 1 Salatiga. in 2017, there is a difference in the study where the author will examine junior high school students while the research that has been carried out by Azizah is at the high school level. The purpose of this research is to determine the level of family disharmony of junior high school students, in addition to knowing student learning outcomes in Islamic Religious Education subjects at SMP NUHA Banjarharjo Brebes, and furthermore to determine the bond of family disharmony with student learning achievement in Islamic Religious Education subjects at SMP NUHA Banjarharjo Brebes.

## B. Method

The author uses a qualitative research approach. All data results will be collected one of them through interviews, observation, and documentation. After everything is obtained, the information obtained from the field will then be compiled by selecting and simplifying the data. After the stages are completed, then the data is submitted so that conclusions can be drawn.

The author distributes a questionnaire of 40 students who were sampled to find out the disharmony of the family of SMP NUHA Banjarharjo Brebes, this study refers to indicators of harmony (Mustofa, 2006), namely: (1) good relationships in the family, (2) the creation of love, (3) the existence of mutual understanding by all family members, (4) have a stable life of diversity, (5) There is support for children's learning activities, (6) Good family economic conditions, and (7) there is recreation in the family. Because disharmony is the opposite of harmony, the indicator of disharmony is:

1. Bad relationship in the family
2. There is no love
3. There is no mutual understanding of all family members
4. Not having a steady life of diversity
5. There is no support for children's learning activities
6. The family's economic situation is not good
7. No recreation in the family.

## C. Result and Discussion

Questionnaire data distributed to 40 students in general can be conveyed that the level of family disharmony of SMP NUHA students in Banjarharjo Brebes is almost half (40%) in the high category, a small portion (22.5%) in the medium category, a small portion (17.5 %) in the low category, and a small portion (20%) in the very low category.

To answer the second problem, in order to know the learning outcomes of students in Islamic Religious Education subjects, data in the form of daily test scores, mid-semester, and end-semester examinations in general can be conveyed that there are no students at all (0%) SMP NUHA Banjarharjo Brebes which has high learning outcomes in Islamic Religious Education subjects. Most (65%) students of SMP NUHA Banjarharjo Brebes have moderate learning outcomes in Islamic Religious Education. A small proportion (35%) of students have low learning achievement in Islamic Religious Education. And none at all (0%) of students whose learning outcomes in Islamic Religious Education subjects are very low.

The correlation between students' family disharmony and student learning outcomes in Islamic religious education subjects at SMP NUHA Banjarharjo Brebes is 0.77. By referring to the guidelines for interpreting the correlation level (Anas Sudijono, 2009). The correlation between the relationship between family disharmony and learning achievement in Islamic Religious Education is strong. This means that other factors that affect student achievement at SMP NUHA Banjarharjo Brebes on Islamic Religious Education subjects other than family disharmony are only 23%.

Family harmony has an important role in a person's growth and development. A child or teenager who is raised in a family social environment that is not good or family disharmony, then the risk of a child experiencing a personality disorder to become antisocial and deviant is greater than a child who is raised in a healthy or harmonious family (Marmin, 2013). Parenting patterns and conditions from the family have a significant influence on the development of a teenager (Rahmaningsih & Martani, 2014).

### *Family Harmony*

The family is the smallest social unit in society that is united by legal ties of marriage. Family harmony is a peaceful family, happy, organized, obedient, respectful, forgiving, helping each other in goodness, having a good work spirit, neighbors with mutual respect, obedient in worship, obedient to both parents, love of knowledge and use of knowledge. free time with good things and can fulfill the basics of the family (Basri, 2004). Included in the family are mothers and fathers and their children in the house and everything in it. The *sakinah* family plays a role in the realization of a harmonious society. However, the creation of a harmonious society is not only fully determined by good families, but the cultural system, values adopted by the local community also contribute to determining it (Ariwibowo, 2015).

From the above understanding, it can be concluded that a harmonious family is a happy family consisting of husband, wife and children, each of whom carries out their duties and obligations so as to create a harmonious, comfortable and peaceful atmosphere. Parameters of harmony in the family, are:

- a. Elements of the family are not at odds, including those outside the family or society, we usually call it harmonious.
- b. Family elements help each other, have enough time for family and community.
- c. The family element obeys the regulations agreed by the family and community elements.
- d. Family elements forgive each other, please help outside family members in terms of kindness, not expecting anything in return or in return.
- e. The family element is strong in worship, and respects both parents.
- f. Uses free time and likes science.
- g. Love the attention of fellow family members and complement each other

Harmony, namely there is inequality, harmony, mutual understanding of each other and the existence of order. The initial harmony of the word "harmonious" means one direction, compatibility in the household (Singgih, 2008).

Family harmony must be formed from the start, when a human couple is about to climb the ladder of marriage, because family harmony does not just happen, but through a long process, this process begins when two people start choosing a partner. Every Muslim woman should choose a husband who is noble and obedient in carrying out religious teachings, so that he can carry out his obligations perfectly in raising a family, fulfilling his

wife's rights, educating children, maintaining family honor and being responsible for meeting household needs. Men also have to choose women to be their life partners. He must pay attention to the criteria prescribed by Islam, including:

- a. Choose on the basis of religion. What is meant by religion is understanding everything that is true about Islam and its use in everyday life.
- b. Choosing on the basis of heredity. In this case, what is considered is the origin of the woman who will be chosen, whether from good descent or not.
- c. Open close family. Not close family means that in choosing a mate it is advisable to avoid blood ties, because children born to blood partners are feared to be physically and mentally weak.
- d. Prioritizing virgins or girls. In choosing a mate, it must be considered whether he is still a virgin / girl or not, because marrying a virgin / girl has fewer negative consequences than marrying a widow.
- e. Prioritize fertile women. In this case, fertile women can be seen from the origin of their offspring, or can be seen from their health (Al-Barik, 2002).

From the above criteria, it is hoped that the couple can build a harmonious family, a harmonious family usually has the following characteristics:

- a. Have a solid diversity life. The steady life of diversity in the family is reflected by the faith of family members, the family in Allah. All family members try to practice the teachings of Islam as best they can. For example, in the family it is customary to pray in congregation
- b. Good relationship in the family. What is meant is that between family members there is a good relationship between the child and his parents and all other family members.
- c. There is support for children's learning activities. In a harmonious family, both parents have an obligation to provide motivation for formal education for each family member, instill a sense of love for reading and invite children to continue their schooling so as not to stop in the middle of the road.
- d. There is mutual understanding by all family members. All family members must understand the meaning between children and parents must always pay attention to children's education. Children must always know their duties and responsibilities as children. Likewise, parents must support their children in terms of learning and education.
- e. Good conditions in the family economy. Both parents have sufficient income to be able to meet all basic needs and spend their money not exceeding what they earn.
- f. The realization of mutual love. The harmony of both parents love, cherish, respect, trust, and deliberation if there are problems, they must forgive each other. Relationships with children must also be like that, lest there are differences that cannot be resolved. both parents can show affection, attention, be fair, not one-sided and open to each other, thus the child will express his problem without feeling forced.
- g. There is recreation in the family. That once in a while the family is together for recreation, it refreshes the mind, in this case it does not have to go out of town for recreation, maybe occasionally go cycling with the whole family (Mustofa, 2001).

From the explanation above, the writer concludes that the characteristics of a harmonious family are (1) having a stable life of diversity, (2) good relationships in the family, (3) support for children's learning activities, (4) mutual understanding by all members. family, (5) good economic conditions (6) creation of affection, and (7) family recreation.

### *Factors that can affect Family Harmony are*

#### a. Faith Factor

Religious and moral factors are very important in choosing a mate. Because someone who has a high level of faith, will do everything with full awareness and sincerity to hope for the pleasure of Allah. If husband and wife have a high level of faith, it will be easier for them to create a sakinah family. Forming a sakinah family is a goal that must be achieved by the family. Families based on Islam will carry out their obligations perfectly in guiding the family. Each husband and wife will behave on the basis of the teachings of Islam, if they face problems, everything will be returned to Allah and His Messenger, Allah SWT says in QS An-Nisa, 4:59 which means:

"Then if you disagree about something, then return it to Allah (the Qur'an) and His Messenger (Hadith) if you truly believe in Allah and the Last Day. That is more important (for you) and better as a result" (Shiddiqi, 2008).

#### b. Economic Factor

Economic factors here include employment and a steady income. Both are important in fostering a family, because it will fulfill basic needs such as clothing, food, shelter, education, and health. (Bukhari, 1989)

In contrast to families whose head of family does not have a permanent job, the income will also be not fixed, so the family economy does not run smoothly. Families like this will focus on efforts to make ends meet, while other things are not paid attention to. It can almost be concluded that families with sufficient economics tend to find it easier to build a harmonious family, although this can be influenced by other factors.

#### c. Environmental factor

The environmental factor in question is the state of the environment where the family lives. (Zuhairini, 1992) A positive influence if the environment in which you live is in a good and religious environment so that it will encourage each family to carry out its functions and roles. The negative effect is if the environment where the family lives is in a bad environment.

From the explanation above, the writer summarizes which harmony in the family will be influenced by factors (1) religious or faith factors (2) Economic factors, (3) environmental factors

### *Urgency in Family Harmony*

Family harmony has a very important role in the lives of husbands and wives, as well as for their children and for the Muslim community.

#### a. The urgency of family harmony for husband and wife life

A harmonious family will have a positive impact on the continuity of the husband and wife relationship. The husband will feel safe and peaceful at home, so that all tiredness and fatigue due to work will be quickly cured when he gets home. And the wife will feel peaceful, safe and at ease. The wife will carry out all her duties and obligations with joy.

b. The urgency of family harmony for children

The first identifier introduced by parents is usually in the family. The family is also the first place of education, students first get education and get guidance from their parents and other family members. In the family, children also get the basics of personality at an early age, because at this age children are usually more sensitive to the influence of their education.

To be able to educate and deliver children to be pious children, family harmony is very important. Children will see and absorb knowledge from the people around them. A harmonious family will pay attention to the education, behavior and moral development of children.

In a harmonious family, children will get used to good speech, behave well and do everything with sincerity. Children will feel happy and at ease at home. So the expression my home is my heaven is very suitable to reflect a harmonious family.

c. For the surrounding community

Harmonious families have an important role in building society. A harmonious family will produce noble individuals, and behave Islamically. If each of the above families will form a religious society, which upholds morals and character, so that in society a harmonious relationship pattern will be formed.

From the explanation above, the author concludes that family harmony is very important, especially for the lives of husband and wife, for their children, and for the surrounding community. For the life of husband and wife, family harmony will give birth to a *sakinah, mawaddah, warohmah* family. For children, family harmony will be a good place for education for them. In a harmonious family they are prepared to live a good life in the future. For the surrounding community, a harmonious family has an important role in building society. A harmonious family will produce noble individuals, and behave Islamically.

### *Family Disharmony*

The family is a social community formed from the relationship between husband and wife and children. However, the circumstances of a family will not always be harmonious. Every family life will not be free from various problems. In married life problems are always present, both big and small, which can cause disharmony. The form of disharmony in the family can have a negative influence on the individuals in it. Several things can cause family disharmony.

a. Disharmony of feelings

1. Parents can't give love to their children.
2. Parents devote too much love to their children, so they become lazy, arrogant and selfish.
3. There is discrimination in the family. Individuals in the family often make distinctions.

b. Relationship disharmony

Sometimes, disharmony will arise in how both parents get along with their children. For example, children see directly their parents fighting, and committing acts of violence, or also directly seeing the disharmony of their parents.

c. Disharmony in the rules

Family disharmony in the family occurs because there is no discipline. For example, giving children the freedom to do without any rules.

d. Disharmony due to supervisory issues

Due to the busyness of parents, supervision of children is often not carried out. Lack of supervision may also arise from unstable family relationships. Parents do not have clear rules, directions, and programs in educating their children, so the affairs of educating them are left to helpers.

e. Disharmony due to economic problems

Poverty can drive children out of school. Economic difficulties cause parents, whether father, mother or both father and mother to earn a living outside the area or abroad, they are willing to ignore their obligation to educate their children. The disharmony is also caused not only because of money shortages but also because of excess money. Usually in rich families, children are always in a life of luxury and love to spend time.

f. Disharmony due to social environment

The environment occupied by a family greatly influences the morals and personality of the community.

g. Disharmony due to bad actions of parents

Parents are role models for their children. So children usually follow behavior similar to their parents. Parents who commit acts of violence, whether husband against wife, or wife against husband, or against their children will result in bad conditions. This will affect the psychological condition of the family.

h. Disharmony due to divorce or death

Losing one of them would result in a cripple. Disharmony due to divorce will have an impact, both on the husband and wife themselves, and on their children.

From the explanation above, the writer concludes that there are at least seven things that can cause family disharmony, namely (1) disharmony of feelings, (2) disharmony in relationships, (3) disharmony in regulations, (4) disharmony due to supervisory problems, (5) disharmony due to economic problems, (6) disharmony due to the social environment, (7) disharmony due to bad actions of parents and due to divorce or death.

### *The Relationship Between Family Disharmony and Learning Achievement*

1. The first and most important place of learning is the family. So a strong family based on religious values will be a liaison for children to have Islamic behavior and show their learning. Every child has an empty soul, not yet patterned. At some point, these traits will be given content, style and purpose, when the child has been in touch with many factors in the family and society. These traits are traits that are obtained based on experience in the household environment and will be seen in their form in the community.
2. Children who still do not understand anything, will be formed by the father and mother in the family environment. Children's talents and interests will grow well in a harmonious family environment. Family disharmony has a good correlation with learning outcomes.

#### D. Conclusion

The family disorganization of SMP NUHA students in Banjarharjo Brebes is of moderate type. This type contains signs of poor communication within the family, the absence of mutual love for each family element, no mutual understanding among family elements, the absence of a steady religious life in the family, the absence of encouragement to teaching activities while children who have a poor family economy less established, and the absence of a picnic in the family.

From the results of the analysis for student learning outcomes, overall it can be concluded that the learning outcomes of students of SMP NUHA Banjarharjo towards Islamic Religious Education subjects are moderate. There are not even students who have high learning outcomes, and there are also no students who have the lowest learning outcomes.

The relationship between students' family disharmony and student achievement in Islamic Religious Education subjects at SMP NUHA Banjarharjo is 0.77. By referring to the guidelines for interpreting the correlation level, this figure shows that the correlation between the disharmony of the students' families and the learning outcomes of students in Islamic Religious Education lessons is high or strong.

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## Literacy as an Effective Media for Distance Learning

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### Article History:

Received: May 11, 2021  
Revised: Jun 21, 2021  
Accepted: Jun 24, 2021  
Online First: Jun 30, 2021

### Keywords:

Distance Learning,  
Literacy, Media.

### Kata Kunci:

Literasi,  
Media,  
Pembelajaran jarak jauh.

### How to cite:

Diana, S., Sianipar, S., & Harianja, R. (2021). Literacy as an Effective Media for Distance Learning. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 591-599.

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**Abstract:** The emergence of the phenomenon of distance learning as online learning during the pandemic is concerned about the quality of achieving learning objectives. Finally, distance learning becomes an option so that the implementation of higher education can still be carried out like conventional learning. This restlessness opens opportunities for literacy methods as an effective medium in distance learning. The purpose of this research is to explain that literacy is not limited to reading and writing skills. Familiarize students with reading and accessing information before learning is a positive habit for organizing the brain and critical analysis skills. The research method used in research during this pandemic is a literature study with a qualitative approach. The type of data used is secondary data obtained from various sources such as books, journals, scientific writings as well as observations of online learning at the research campus. The research findings refer to several references, that literacy is the local wisdom of the Indonesian people, has practical goals that can be utilized and developed as a renewal in the era of educational technology. Thus, during this pandemic, literacy has been developed in various aspects of learning life such as technology, culture, politics, finance, information, and so on. The impact of literacy effectively has made students able to study independently and learn actively. Mastery of technology in literacy creates student learners, thinkers, researchers, and agents of change. The use of literacy as a medium for distance learning is an opportunity that this learning provides an opportunity for anyone to learn. The effectiveness of literacy as a medium in distance learning is very important to be developed with the mastery of digital technology.

**Abstrak:** Munculnya fenomena pembelajaran jarak jauh sebagai pembelajaran dalam jaringan di masa pandemi mengkhawatirkan mutu dalam mencapai tujuan pembelajaran. Akhirnya pembelajaran jarak jauh menjadi pilihan agar pelaksanaan pendidikan tinggi tetap dapat dilakukan seperti pembelajaran konvensional. Keresahan ini membuka peluang metode literasi sebagai media efektif dalam pembelajaran jarak jauh. Tujuan penelitian ini adalah memaparkan bahwa literasi bukan sebatas keterampilan membaca dan menulis. Membiasakan mahasiswa membaca dan mengakses informasi sebelum pembelajaran merupakan pembiasaan yang positif untuk mengorganisasikan otak dan kemampuan menganalisis yang kritis. Metode penelitian yang digunakan dalam penelitian di masa pandemi ini adalah studi literatur "library research" (penelitian pustaka) dengan pendekatan kualitatif. Jenis data yang digunakan adalah data sekunder yang diperoleh dari berbagai sumber seperti buku, jurnal, tulisan ilmiah serta pengamatan pembelajaran dalam jaringan di kampus peneliti. Temuan penelitian merujuk kepada beberapa referensi, bahwa literasi merupakan kearifan lokal bangsa Indonesia, mempunyai tujuan-tujuan praktis yang dapat dimanfaatkan dan dikembangkan sebagai pembaharuan di era teknologi pendidikan. Maka, di masa pandemi ini literasi telah dikembangkan di berbagai aspek kehidupan pembelajaran seperti teknologi, budaya, politik, keuangan, informasi, dan sebagainya. Dampak literasi secara efektif telah menjadikan mahasiswa mampu belajar mandiri dan belajar aktif. Penguasaan teknologi dalam literasi menciptakan mahasiswa pembelajar, pemikir, peneliti, dan pelaku perubahan. Pemanfaatan literasi sebagai media pembelajaran jarak jauh merupakan peluang bahwa pembelajaran ini memberikan kesempatan kepada siapa pun untuk belajar. Efektivitas literasi sebagai media dalam pembelajaran jarak jauh sangat penting dikembangkan dengan penguasaan teknologi digital.

## A. Introduction

Literacy is an ancestral heritage that has been used to convey information orally and in writing. This information was passed down orally through customs which in the end became a virtuous and strong science, whose acceptance has been acknowledged to this day, its feasibility is still being carried out. This ongoing acceptance is an appreciation of the next generation in preserving culture by word of mouth. In writing, the findings of artifacts, inscriptions and writings on palm leaves are historical facts that cannot be denied or denied. This description shows that before modern civilization and digitalization, time has been a silent witness that literacy can be used as a medium in various aspects of life. One of them is the world of education (Warsihna, 2016).

In the era of information systems, literacy has a big role in storing and accessing information as a data bank. The pandemic period has changed everything, paralyzing the national and international economy. However, the Covid-19 pandemic has opened our eyes to not always rely on real numbers. Through the covid-19 epidemic, it has changed the world to open its eyes. We can download or upload information in lessons held this year online. Limitations in doing learning in the classroom have been transferred online through literacy.

In the Indonesian Dictionary the word "literacy" has 3 meanings, firstly the ability to write and read, secondly knowledge or skills in certain fields or activities (eg computers), and thirdly the ability of individuals to process information (Kivunja, 2015; Lordache et al, 2017). Linguistically, literacy namely the ability to write and read. In English, literacy means competence or knowledge in a particular field. The opposite is illiteracy, which in Indonesian is known as illiterate or unable to read. Literacy comes from the Latin, *litteratus*, which means "learned person".

The National Institute for Literacy (NIFL) states, "Literacy is an individual's ability to read, write, speak, calculate and solve problems at the skill level required in work, family and society. According to UNESCO, people's understanding of the meaning of literacy is strongly influenced by academic research, institutions, national contexts, cultural values, and experiences. The most common understanding of literacy is a set of tangible skills, particularly the cognitive skills of reading and writing, which are independent of the context in which they were acquired and from whom they were acquired. literacy is the right of everyone and is the basis for lifelong learning. Literacy abilities can empower and improve the quality of individuals, families, and communities (Batterham et al, 2016). From the two understandings of literacy quoted as above, it can be emphasized that literacy is an ability which can improve the quality of individuals, families and communities through reading knowledge and writing competence. So, literacy is not only synonymous with reading and writing culture, but also media literacy, cultural literacy, technological literacy, financial literacy, and so on. In essence, every individual in society can be literate as a capital to become an advanced, modern, and civilized human being. Various studies refer that the literacy movement is very massive to catch up with other more advanced nations. The literacy movement in the world of education from elementary to college reading habits can be carried out before learning begins to become a routine that builds information. This literacy activity should be supported and carried out by teachers and lecturers in their respective educational environments.

## B. Method

This research was conducted in online classes at the research campus, the research subjects were online classes that have been in effect since April 2020 (Even Semester/Semester B) totaling 299 students from Study Programs: Accounting, Banking, English, Nursing and Engine Repair and Hotel Management. The object of the research is literacy as an effective medium in distance learning. Literacy as a learning medium in online classes is expected to be proactive in dealing with learning during the pandemic. Primary data in this study was obtained from the role of lecturers, students, and parents through a questionnaire. Considering the pandemic situation, secondary data is also used as a comparison, which is taken and accessed from the literature of books, articles, journals and learning observations on campus through e-learning. This secondary data is a support in this study to take a closer look at the literacy approach that has been used in distance learning. Then the secondary data is compared with the learning in the campus environment of the researcher. After that, the findings in the field are classified with several previous and relevant studies. The next step is to analyze several cases similar to learning observations in the campus network of researchers to see if their learning outcomes have HOTS (Higher Order Thinking Skills), abilities that do not just recall, restate or refer without processing (Lai, 2011). Through research, it is hoped that literacy will be able to be an effective medium in transferring, thinking critically and solving problems.

## C. Result and Discussion

### Literacy Goals

As explained above, literacy is an activity to cultivate reading and writing movements for individuals, families and communities, especially the world of education. This activity movement accustoms each individual to absorb information through reading and then summarize it in writing skills. Thus, the potential of each individual can be developed his language skills as a skill. Language skills are not only listening, reading, speaking to writing but also the ability to access information and literacy. The purpose of empowering literate individuals is as follows.

1. Cultivate and develop good character.
2. Cultivate and develop a literacy culture in schools and communities.
3. Can increase the knowledge possessed by reading all kinds of useful information.
4. Can also improve one's understanding in taking the essence of a reading.
5. Filling time with literacy to be more useful.
6. Give a critical assessment of someone's writing.
7. Strengthening personality values by reading and writing.

The seven literacy goals above in general are to create and develop good character.

#### *1. Cultivate and develop good character*

There are several important things to note that literacy fosters and develops good character. First, his curiosity can be obtained from books and other sources (asking questions, discussing with other people, who are considered to be able to provide answers). As an individual who wants to know everything, he will not be ashamed to ask questions and always thirst for knowledge to fulfill his desire for knowledge. Second, mentally want to move forward, people who want to always know, he will diligently read and seek all information such as his curiosity about how entrepreneurs, hard workers, politicians, whose

success is achieved by their life experiences which he reads are the motivation for his life. Third, critical and analytical thinking, People who like to read will have critical thinking skills compared to people who rarely read. The ability of people who are accustomed to reading, their analytical skills are honed. Every word and sentence he reads, the impetus to keep thinking in analyzing something. Reading activity has made his brain continue to work and create new thoughts. Fourth, the desire to share, after reading books or accessing information, of course someone will gain knowledge and it will be more useful if he can share with others. Knowledge that is shared with others will increase the benefits and blessings. There is a value of worship and satisfaction when you can share knowledge with others. Fifth, discipline, people who are accustomed to reading books or accessing information will be disciplined in managing their time to make time to be literate. He always does this because reading is a necessity that must be fulfilled. The habit of reading makes him have to have time as a target so that his reading needs can be completed by maximizing his limited time. By getting used to reading, they usually have a regular lifestyle. Sixth, hard work, people who have the habit of reading usually need hard work to do it in between their busy lives to share time between work and reading activities. Reading can be done through fast reading or slow reading or reading sheet by sheet, even repeated so that the topic being read can be understood. Seventh, being grateful, reading activities as a habitual activity are an expression of gratitude to God Almighty because they are still given the opportunity to practice understanding skills, learning opportunities as well as useful and dignified time fillers (Nanda et al, 2018). Reading activities are able to form individuals and communities who are thirsty for knowledge to create human learners, human thinkers, human researchers, and human bearers of renewal.

## ***2. Cultivate and develop a literacy culture on campus and in the community***

Literacy culture in the realm of students plays an important role in the survival of students in their education. His educational achievements enable students to express knowledge and research empirically and experimentally in a scientific paper. Therefore, all learning must be supported by reading. Reading and listening are parts of language skills that are receptive, appreciative, and functional. Both are processes of changing form into meaning. The difference is, in listening, the symbol changes in the form of sound, while in reading the symbol changes in the form of writing. Writing activities are preceded by reading activities as a continuous language skill. In other words, the campus as a means of formal education involving, lecturers, students, libraries, and internet access is an effort to build literacy activities (Arnold-Garza, 2014).

## ***3. Can increase the knowledge possessed by reading all kinds of useful information***

Reading is a literacy movement to increase one's knowledge. Reading is an important thing in all kinds of learning processes. Through reading, various scientific activities lead a person to success. Reading activities that always start learning before starting learning foster student interest in acquiring knowledge in a fun way. Thus, students are able to learn independently and learn creatively with a lecturer facilitator who guides them as a reference and discusses it again to explore, find, formulate a discussion. The literacy movement has been reactivated to shorten the learning gap in the network, which often haunts the community's bad image about the quality of learning. Online learning during a pandemic is considered to be constrained by distance and physical encounters.

However, through the literacy movement in utilizing the internet network, lecturers as facilitators have educated students to be able to learn independently and be able to learn creatively. The role of literacy through reading movements has spurred his curiosity to access more accurate information to refer to the target of achieving learning goals.

#### ***4. Can also improve one's understanding in taking the essence of a reading.***

Research shows that the higher a person's reading literacy, the higher the reading comprehension. Vice versa, the lower a person's reading literacy, the lower that person's reading comprehension. So, if you want high reading comprehension, students' reading literacy must be improved

#### ***5. Filling time with literacy to be more useful***

Applying literacy as a habit and necessity in life makes the world of campus education more alive. Learning that begins with literacy results in students being able to learn independently in managing their study time. Independent learning means that students seek, explore, find, differentiate and formulate something with the assistance of lecturers. Lecturers, learning classes and support for library facilities and campus e-learning are able to make students active and creative so as to produce an innovation. The innovation is not limited to physical form, however, scientific designs as hypotheses are proven so that they become a novelty in learning outcomes.

#### ***6. Give a critical assessment of someone's writing***

As explained above, high student literacy skills greatly affect the acquisition of various information related to the business of living life (competence), the meaning of literacy that continues to grow requires students to be diligent in accessing information or information literacy (Maddison, 2013). The ability of students in literacy makes a generation that is more prepared and able to face future challenges by mastering literacy. By increasing literacy mastery, his skills in critical thinking also increase. One of the life skills that need to be developed is the thought process as outlined in scientific writing, which organizes the brain and analytical skills.

#### ***7. Strengthen personality values by reading and writing***

In overcoming the phenomenon of disinformation, literacy skills are needed among students. Literacy is not just the ability to read and write, but literacy means literacy in technology, politics, critical thinking, and being sensitive to the surrounding environment (Brit et al, 2014). The importance of literacy awareness greatly supports one's success in dealing with various problems. If a student has literacy skills, he will gain knowledge and document a piece of his experience as a reference in the future.

### **Literacy Benefits**

Based on the literacy objectives, the benefits obtained include,

1. Increase vocabulary.
2. Optimizing brain work.
3. Adding new insights and information.
4. Improve interpersonal skills.

5. Sharpen yourself in capturing the meaning of an information that is being read.
6. Develop verbal skills.
7. Train the ability to think and analyze.
8. Improves one's focus and concentration.
9. Train in writing and also stringing meaningful.

In general, the purpose of literacy is to create and develop good character. So, it is very unfortunate that the local wisdom built by the previous ancestors was not cultivated in building human beings who are adaptive, creative and responsive to changing times. Literacy inheritance means mastery of literacy as an important indicator to improve the achievements of the younger generation to achieve success. Planting literacy and culture as early as possible must be realized as the main capital for the realization of an intelligent and cultured nation. An intelligent and cultured nation is a nation that is rich in knowledge and is able to manage its intelligence to build its nation and state. This is the answer why we must be literate.

### **Learning Media**

Media is a tool or means such as newspapers, radio, magazines, television, films, posters, and banners (Wiraseptya, 2019). Thus the media is a tool or means as an intermediary to deliver learning materials. This is because learning activities must have objectives, materials, methods, media (tools), and evaluations. Elements of methods and media (tools) are elements that cannot be separated from other elements that function as a way or technique to deliver learning materials to reach their goals. Utilization of relevant media can optimize learning (Wu et al, 2013).

### **Benefits of Learning Media**

The benefits of learning media can be detailed as follows.

1. Submission of subject matter can be uniformed.
2. The learning process becomes clearer and more interesting.
3. The learning process becomes more interactive.
4. Efficiency in time and energy.
5. Improving the quality and learning outcomes of students/students.
6. Media allows the learning process to be carried out anywhere and anytime.
7. Media can foster a positive attitude of students towards the material and the learning process.
8. Changing the role of lecturers/teachers in a more creative and positive direction.

### **Literacy as a Learning Media**

Literacy is a process of learning to read and write that requires high encouragement and motivation. Weak interest in reading among students and students can hinder the absorption and acquisition of information in the learning process. Therefore, literacy in learning to all citizens of the education world must be motivated so that lecturers/teachers as well as students and students can be creative in utilizing literacy as a learning medium. Literacy as a medium is not just a routine as a learning ritual, but must continue to be

encouraged to be adaptive, creative in order to be able to run a higher quality learning process.

### **Distance Learning**

Distance learning is also known as open system learning because it provides an opportunity for anyone to learn. The rules and regulations of learning are very dynamic, not as rigid as conventional learning such as face-to-face in class. Distance learning is learning that prioritizes independence. Lecturers/teachers can provide learning materials without having to meet face-to-face in a different room. This kind of learning can be done at the same time or at different times. Distance Learning is learning using a medium that allows reactions between teachers and students in different places and even at different distances. In the learning process so that PJJ can be carried out well, there are several important things that must be considered. For example, attention, teacher confidence, being able to use technology creatively so as to allow good interaction with learners (students/students).

Some of the conveniences/advantages in implementing distance learning are the distribution of learning throughout the place without any capacity limit because it does not use the classroom as a learning space. Second, Distance Learning is not limited by time so that it can be carried out with the availability of each time, which does not interfere with other activities. Third, students can choose topics or learning materials according to their individual needs and desires. This is very good to support the achievement of learning objectives. Fourth, the length of learning depends on the ability of each learner. Fifth, learning materials can be updated in accordance with the development of information technology stored in digital form. Sixth, Distance Learning can be carried out interactively so that it attracts the attention of students, students and students.

### **Literacy as a Distance Learning Media**

Literacy is an ability that can improve the quality of individuals, families and communities through reading knowledge and writing competence. However, in this digital era, literacy is no longer limited to the ability to read and write conventionally. Literacy in changing times by situations and conditions has allowed Distance Learning to be one of the best considerations in achieving learning goals. The learning objectives that have been taking place face to face in the classroom can be replaced by Distance Learning.

Various kinds of literacy can be adapted to the needs of each learning. One variety of literacy is digital literacy which has become part of Distance Learning activities. Especially when the pandemic is still ongoing today, learning is focused on Work from Home (WFH). Thus, literacy cultivation is a solution that must be promoted and supported as a learning medium. Along with technological advances, teachers and students must improve their competence in the digital era through literacy as a learning medium. The ability and mastery of technology helps the literacy process in the delivery of the learning process. Although the distance learning process with literacy is still not optimal due to the lack of digital knowledge of individuals, families, and communities.

### **D. Conclusion**

From the descriptions above, it can be concluded that literacy as a competency that can improve the quality of learning, especially distance learning is a learning medium that must be continuously activated to achieve learning objectives. Learning objectives are no

longer just meeting curriculum standards. Literacy as a distance learning medium also raises the spirit of caring for the abilities and interests of individuals, families and communities to promote literacy in all aspects. Literacy has opened the limitations of distance learning regardless of the limitations of space and time. Literacy has become a learning medium that can help accelerate learning objectives. Literacy is no longer limited to reading and writing. Literacy is also directed to science, technology, politics, culture, information, finance, and various other literacys. The role of literacy as a learning medium during a pandemic is a very simple learning medium that can be relied on through technology.

Experience from various developed countries, research shows that there has been a renewal in the world of education to respond to literacy through technology. The world of education as a means of educating the nation's children in creating the younger generation on campus must be reliable in literacy. Distance learning does not dampen learning outcomes that can be carried out optimally. The challenges of online learning during the pandemic have diverted our attention from just reading books and receiving learning materials from lecturers. However, through literacy as an effective learning medium, it has enabled students to learn independently and learn actively with mastery of technology. The limitation of physical meetings in the classroom is no longer an ideal learning requirement. Literacy as a distance learning medium has been able to bridge the problem of learning in the network through a system prepared in campus e-learning. All of this is done through mastery of literacy which has become the wisdom of our ancestors before there was knowledge of reading and writing. Now, literacy as a distance learning media can be accessed through the mastery of technology. So, it can be underlined that literacy is an effective medium in distance learning.

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## Establishing Validity And Reliability of Semi-Structured Interview Questionnaire in Developing Risk Communication Module: A Pilot Study

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### Article History:

Received: Jun 07, 2021

Revised: Jun 22, 2021

Accepted: Jun 24, 2021

Online First: Jun 30, 2021

### Keywords:

Reliability,  
Risk communication module,  
Semi-structure interview  
questionnaire,  
Validity.

### How to cite:

Aung, K.T., Razak, R.A., & Nazry, N.N.M. (2021). Establishing Validity And Reliability of Semi-Structured Interview Questionnaire in Developing Risk Communication Module: A Pilot Study. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 600-606.

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**Abstract:** Needs analysis is a technique in collecting and accessing information relevant to course design. In the needs analysis, the interview is one of the methods and it involves asking in-depth questions using a structured or semi-structured guide to better understand the individual's points of view. A pilot test for an interview is an important and useful process in conducting qualitative research. Its findings might indicate that some improvements for the major study are needed. This article will explore the advantages of the pilot study, how it was undertaken and the experiences and findings throughout the study. The pilot test was conducted by interviewing two nursing lecturers using Google Meet. This pilot test was conducted with three stages of an interview process such as a pre-interview, peri-interview and post-interview. There were no serious modifications were needed after data analysis of the pilot study was done. It indicates that the research instruments, semi-structured questions can be considered as valid and reliable and can be used for the real study. At the same time, the researcher recognized that the MOOC course and communication at risk module need details explanation because they are new for the participants and to make clear distinction between risk communication and therapeutic communication. This study gives the researchers valuable experiences in applying the three stages of the interview session. The most important, the findings of this study can be applied in the real study.

## A. Introduction

When estimating the worth of a research, its findings should be utilized in practice and merged into the current situation. Although the tests and measures for the validity and reliability of quantitative research have been established, these cannot be used in qualitative research. There are ongoing debates about whether terms such as validity, reliability and generalisability are appropriate for qualitative research. Lincoln and Guba (cited in Noble & Smith, 2015) suggested that alternative criteria for demonstrating rigour within qualitative research are namely truth value, consistency and neutrality, and applicability. Mouton and Marais (1996) argued that validation is not a necessity in qualitative research as concepts already reflect the world of the object of study (Dikko, 2016). Anyhow, the issue of quality of research is mostly related to the validity and reliability of its data.

Patton (1990) stated that the validity and reliability of the qualitative data depend on the researcher's expectations in the interview session (Dikko, 2016). In conducting the interview session, the researcher plays an important role to ensure that interviewees understand the questions asked and at the same time the researcher manages to get the data for the research questions (cited in Dikko, 2016). A qualitative interview is most likely to assist the researcher to collect in-depth analysis that may provide a clearer and more complete picture of the research findings. However, the qualitative interview might be difficult for inexperienced researcher to perform the interview. Therefore, piloting for an interview is an integral part and beneficial in the process of conducting qualitative research as it highlights the improvisation to the major study. A pilot test is conducted in any research to ensure that validity of the instruments is achieved (Majid et al, 2017). Many authors have highlighted the importance of conducting the pilot test is to detect any possible errors at the early stage of research which may require adjustments in the instrument (Dikko, 2016) as well as in terms of added value and credibility into the research (Van Wijk and Harrison, 2013).

Consequently, the researcher determines to conduct a semi-structured interview pilot test. While a structured interview is considered more formalized and also limited to the prepared set of questions, a semi-structured interview is more flexible in terms of changing the order of questions and for a more extensive follow-up participants' response. It is neither too rigid nor too open and allows new questions if needed to be brought up during the interview session based on the answers given by the participant. This paper attempts to explore how the pilot test did and findings then conclude with a decision for the real study.

## Background of the pilot study

Risk communication is an important part of any emergency response. It is the actual exchange of information, advice and opinions between experts, community leaders, or officials and the people who are at risk (World Health Organization, 2017). During epidemics and pandemics health emergencies, humanitarian crises and natural disasters, effective risk communication allows people to understand and adopt protective behaviours. During public health emergencies, people need to know what types of health risks will be faced, and what actions they should take to protect their health and lives. If accurate information is provided early, often, trust and usable and languages and channels are understandable, people enable to make choices and take actions to protect themselves, their

families and communities from threatening health hazards (World Health Organization, 2017).

Crisis and Emergency Risk Communication (CERC) personnel often work under incredible time constraints and must communicate the uncertainty of risk to a wide range of stakeholders, which can be very challenging for them. Therefore, to become an effective CERC personnel, they need to be well trained (Miller et al, 2015). Training helps the individual to learn about CERC strategies that will help prepare for and respond to public emergencies effectively, like as how to review and disseminate risk information as well as emerging or current crisis and emergency risk information, and how to plan systematically, then develop, implement, and evaluate crisis and emergency risk communication activities. However, making the best decisions depends largely on training as well as experiences (Miller et al, 2015).

Quality care is increasingly challenged by the pressure of communication in high-stress work setting particularly in health emergencies. Therefore, effective communication becomes a more important skill among health care professionals and accreditation bodies. In an emergency, there have some specific communication challenges in dealing with the acute undifferentiated presentation of the event. If neglecting communication skills training, there could be an effect on future patient's safety and health care outcomes. Therefore, communication skills teaching is currently widely accepted as a core element of medical and nursing undergraduate curricula. While communication skills training is a part of undergraduate medical curricula, the quality and extent of the content, resources and teaching methodologies can vary greatly. In Malaysia, most of the nursing programme, more emphasis on effective communication skills in clinical settings and community settings. However, there is still very little attention on communication skills in health emergencies together with global health emergencies like pandemic viral infection, an outbreak of bacterial infection, natural disasters and so on. Therefore, the main aim of this research is to develop a module regarding communication at risk during global health emergencies for nursing continuing education and investigate the effectiveness of this module among participants.

Before designing a module, need analysis is important and it is the starting point for a course design. Needs analysis raises to the techniques for collecting and assessing relevant information to design the course. Needs can be collected and analysed in a variety of ways (Thepseenu, 2020). An Interview is one of the methods in need analysis. It involves asking in-depth questions to better understand the individual's points of view. The set of questions to be asked can follow a structured or semi-structured grid and the persons to be interviewed might be chosen key informants who can be expertise or critical position or represent a community (Sava, 2020).

Harding (2013) stated that the pilot test for qualitative interviews is not relatively obvious because as the interviews progressed, the quality of the interview guide is improved. However, he mentioned that it is distinctly helpful to test the interview questions and adjust the interview guide accordingly before starting the real study (cited in William-McBean, 2019). A pilot study is a trial run conducted in preparation of a full-scale study and may be conducted specifically to pre-test a research instrument (Teijlingen & Hundley, 2001, cited in Dikko, 2016). Various authors have highlighted the importance of the conduct of a pilot study is as a fundamental to any types of research to detect any possible flaws in the measurement instruments (Dikko, 2016). Van Wijk and Harrison (2013) supposed that pilot studies can add value and credibility to the entire research project. Basically, a pilot study

helps to ascertain how well a research instrument will work in the actual study by identifying potential problems and areas that may require adjustments. Hence, the researcher decided to pilot the interviews based on these recommendations.

## **B. Method**

A pilot study is a mini version of a research or a trial run to conduct a full-scale study and may be conducted specifically to pre-test a research instrument (Dikko, 2016). In this study, the researcher wants to explore the requirements to create the module for continuous nursing education in line with professional development. Therefore, semi-structured interviews will be used to gather focused, qualitative textual data for exploring the needs of developing a Massive open online course MOOC of communication during global health emergencies from the perspectives of lecturers and registered nurses. The rich descriptive data of nurses' and lecturers' opinions will be uncovered during the semi-structured interview session and can be used in creating design and development of MOOC course of communication during global health emergencies for nurses. This semi-structured interview is more flexible and it allows new questions if required during the interview session based on the answer given by the participants.

### **Setting and Participants**

In the interviews, there is no set a sample size to judge and it depends on the scope of the research question (Emmel, 2013). Moreover, Patton (1990) mentioned that there are no rules for sample size in qualitative inquiry and sample size depends on the purpose of the inquiry, what will be suitable, what will have trustworthiness, and what can be done with available time and resources (Patton 1990). In pilot interviews, Turner (2010) suggests that the participants should have similar criteria as possible to the participants for the major study. In this pilot test study, the researcher's intention is to access the semi-structured questions that will be used in the real study are reliable or valid. Therefore, two nursing lecturers based on the inclusion criteria such as they had an academic qualification with at least a Master's degree in nursing science and also has experienced at least three years in teaching, especially in emergency nursing are selected as participants in this pilot test. Then, the researcher contacted by personal Whatsapp and get a voluntary agreement to involve in a pilot interview session. After got an agreement from respondents, the researcher arranged the date and time according to respondent availability then invite them via google calendar. The virtual interview via google meet using semi-structured guided questions conducted one on one interview because of the pandemic COVID-19 situation and movement control order (MCO) by the government of Malaysia.

### **Research Instruments**

The researcher has been attached the participant's information sheet and informed consent forms at the time of the invitation was delivered. The interview session started with a greeting and some warming-up questions by asking the participants' demographic data questions to help them felt comfortable. Then, the researcher followed the interview guideline in interviewing them. According to the qualitative experts' suggestions and literature review, the order of the research questions was adjusted by paraphrasing unclear questions and eliciting redundant information. A semi-structure interview guideline had 14 numbers of questions involving four main sessions for discovering the needs for developing

a communication at risk module during global health emergencies for continuing nursing education.

Through the purpose of conducting this pilot test, the researcher had been putting a lot of efforts in conducting the whole process of the interview session to ensure the important things such as participants, setting, research instruments and flow of interview online. This pilot test involved three stages of an interview process which are pre-interview, during the interview and post-interview stage.

In the pre-interview stage, the researcher selected two nursing lecturers based on the inclusion criteria. Then, the researcher contacted them personally through Whatsapp or phone calling. Next, a voluntary agreement to involve in this pilot interview session was taken. After that, the researcher arranged interview session details such as the date, the time and the mode of an interview session with the participants. Finally, the researcher invited them via google calendar.

The interview was done online, the virtual interview via google meet using semi-structured guided questions was conducted by considering the COVID-19 pandemic situation and MCO. The researcher started with greetings, self-introduction from both interviewer and interviewee and then the researcher explained the objectives of the interview session, the process of interviewing the respondents and recording the interview data until the closing of the interview session. After that, the researcher reminded to sign informed consent form and resend back. Next, the researcher started the interview questions that are mentioned in semi-structure interview guide. Sometimes, the researcher used probing techniques if needed to elicit more information, recording and note-taking of the ideas revealed by the interviewees. The entire interview session took almost 40 minutes. After that, the researcher summarized the interview session and offer questions, suggestions or thoughts from the interviewees. Finally, the researcher expressed her appreciation and pleasure to the interviewees for their supports and gave a token of appreciation to the interviewees. The interview was conducted by English Language.

In the post-interview stage, the data from the interviewees were transcribed verbatim, coded and themed according to the research objectives.

### **C. Result and Discussion**

This pilot test provided the opportunity to assist the researcher to clarify some questions to improve in the interview guide. In this study, there were no serious modifications was made as a result of the pilot test, however, at the briefing time, the researcher needed to explain in details about MOOC course and communication at risk module because they are new for the participants. They had no experience and never heard about MOOC course. They were quite confused between therapeutic communication for the clients and the risk of communication during a crisis or emergency situation. Other than that, the questions in the interview guide are well answered. In addition, due to the pilot test, the researcher noticed that the recording should be made by using two devices like google meet recording as well as extra recording via smartphone or voice recorders to have the back up if the internet connection is unstable. The time frame for each session of the interview captured in 40 minutes. It is quite satisfied and in line with the researcher's plan.

## D. Conclusion

In conclusion, this pilot test enhanced the semi-structured interviewing to achieve the best validity while exploring the needs to design and develop the module for nursing education. However, there is a limitation because the only a small number of participants can be interviewed that indicates interview data were not saturated. On the other hand, although it is a small-scale pilot study, the stages of the interview process had been followed that is the requirement of validity and reliability in the qualitative research method. Therefore, the findings from this pilot study can be applied in conducting semi-structured interview for the need analysis phase of the real study. Finally, this pilot study gave some favour for the researcher to practice the interviewing technique and experiences for future real study. Last but not least, this pilot test paper might provide some information for qualitative research in the associated context.

## Acknowledgment

We would like to thank the participants and those who have contributed to the pilot test study.

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## Ondel-Ondel Local Content Curriculum as A Vocational School of Betawi Cultural Preservation

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### Article History:

Received: Feb 11, 2021  
Revised: July 03, 2021  
Accepted: July 04, 2021  
Online First: July 07, 2021

### Keywords:

Betawi Culture, Ondel-ondel, local content curriculum.

### Kata Kunci:

Budaya Betawi, Ondel-ondel, Kurikulum Muatan Lokal.

### How to cite:

Gumelar, A.C., Ekawati, F., Purnamasari, F.I., & Dewi, Z.C. (2021). Ondel-Ondel Local Content Curriculum as A Vocational School of Betawi Cultural Preservation. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 607-618.

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**Abstract:** The research objective was to implement the learning process ondel-ondel arts in local content in the form of music, dance, and fine art compositions at the Vocational High School level as an effort to preserve Betawi culture. This research was conducted using a qualitative approach with interview techniques, observation, literature study, and triangulation techniques. Music composition for ondel-ondel art only relies on the trumpet as an instrument that plays a melody or song. The song that was played was limited to only 2 songs, namely Leles and Mangle. Ondel-ondel art in terms of visual art, students are able to make ondel-ondel masks using recycled materials, besides that in terms of the ondel-ondel art dance uses free movements that can be pulled by students at a show using several musical instruments that are still maintained until now. The implementation of local content in schools provides provisions for knowledge, skills, behavioral orders and student behavior, in the form of insight into environmental conditions and local wisdom.

**Abstrak:** Tujuan penelitian untuk mengimplementasikan proses pembelajaran kesenian ondel-ondel dalam kurikulum muatan lokal dalam bentuk komposisi iringan musik, tarian, dan seni rupa pada jenjang Sekolah Menengah Kejuruan (SMK) sebagai upaya pelestarian budaya Betawi. Penelitian ini dilakukan menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, studi literatur, dan teknik triangulasi. Komposisi musik untuk kesenian ondel-ondel hanya mengandalkan terompet sebagai instrumen yang memainkan melodi atau lagu. Lagu yang dimainkan pun terbatas hanya 2 buah lagu saja yaitu Leles dan Mangle. Kesenian ondel-ondel ditinjau dari seni rupa siswa mampu membuat topeng ondel-ondel menggunakan bahan daur ulang, selain itu ditinjau dari seni tari kesenian ondel-ondel menggunakan gerakan bebas yang dapat di tarikan oleh siswa pada sebuah pertunjukan menggunakan beberapa alat musik yang masih tetap dipertahankan sampai sekarang. Implementasi kurikulum muatan lokal di sekolah memberikan bekal pengetahuan, keterampilan, pembentukan sikap dan perilaku siswa, berupa wawasan tentang keadaan lingkungan dan kearifan lokal.

## A. Introduction

Local content curriculum taught in schools is a way to develop student competencies according to the potential and characteristics of the region. Students are more familiar with the social environment and regional culture, and motivated to preserve the culture and environment. Local content curriculum is very much needed as an effort to preserve culture by the younger generation within the scope of education (Zainal, 2011). Regional Regulation Number 4 of 2015 issued by the DKI Jakarta Government contains the Preservation of Betawi Culture, as an effort to preserve local culture. One of them is by including Betawi Culture in educational institutions through local content curriculum. The learning environment model through learning objects of diverse local cultures can strengthen the character of the nation (Arifin et al., 2018). The orientation of the local content curriculum linked to national education goals with the needs of the community. An area can determine subjects that contain characteristics of local culture, noble values, social problems, and basic skills for students as provisions in their lives.

The development of local content is an educational curriculum whose delivery is related to natural, social, cultural, and regional potential conditions (Wasliman, 2007). Local content curriculum material aims to develop competencies that are in accordance with local wisdom. Local content can't be grouped into existing subjects so that it is used as a curricular activity (Mulyasa, 2009). The scope of local content includes: (1) the scope of local conditions and needs. (2) the scope of content or types of local content, may be in the form of: language, regional arts, regional skills and crafts, customs, and knowledge of various characteristics of the surrounding natural environment, as well as other matters deemed necessary by the region concerned.

The principle of curriculum development regulated in Permendikbud number 79 of 2014 is centered on the development, potential, interests, and needs of students, appropriate and integrated with a diverse environment. In order to students are responsive to the development of science, art, and technology that are relevant to the needs of a sustainable and balanced life. Local content can be combined with all subjects other than subjects in the national content, as an extracurricular, or as a separate subject. Local content determined by the school provides skills to students and forms attitudes that reflect the traditions of the region.

The criteria for selecting local content learning materials are: (a) in accordance with the development of students. (b) do not deviate from the elements of Pancasila. (c) does not conflict with the preservation of anything in the area such as natural, social, cultural and others. (d) useful for students and their area. (e) take into account the time required to deliver it and implement it (Zainal, 2011). Local content prepares students to have the insight, skills, attitudes, and values of local wisdom. Students can also participate in the conservation and development of natural resources, and improve the socio-cultural quality of their area in accordance with the direction of regional development.

Indonesia has 1,340 ethnic groups. Each ethnic group has a unique culture in each region. The Betawi tribe is a term for indigenous people in the city of Jakarta, this tribe was formed from mixed marriages between ethnicities and foreign nations during the colonial period. With the marriage, there are several new arts and cultures that are characteristic of the Betawi tribe, one of which is ondel-ondel. Ondel-ondel is a large paired doll, made of woven bamboo, which wears a mask and has palm fiber hair. The red mask is depicted as ondel-ondel Abang, the white mask represents ondel-ondel None.

Ondel-ondel is an art that developed in the Jakarta area. The history of this art begins with the story of a village affected by a skin disease outbreak, the villagers make a large doll symbol that aims to ward off evil and ward off evil spirits. Large dolls are paraded around the village and a special ritual is performed. The doll is known as ondel-ondel (Kustopo, 2008).

In this era of globalization, the younger generation is not too interested in studying regional arts and culture which has many noble values, they prefer to study culture from abroad. This is one proof that young people's appreciation of local culture is very lacking. This is where action is needed to preserve local culture (Arifin et al., 2018). Culture maintenance is carried out continuously and gradually to achieve something that is eternal, selective, and adaptive (Jacobus, 2006).

The local content curriculum at every level of education has its own uniqueness and characteristics which are cultural values and local wisdom that are maintained along with the changing times. The local content curriculum is structured according to the regional potential and the development of students, as well as the competencies expected to face global challenges (Hafinda, 2020). Local content in Pergub DKI Jakarta Province Number 86 of 2018 is developed in the form of separate and/or integrated subjects including: a. Betawi Culture and Jakarta Culture. b. Science and Technology. c. Jakarta Environment. d. Foreign languages that developed in Jakarta.

In the era of globalization, foreign cultures can easily threaten the original culture of Indonesia. Indonesian culture is lost or claimed by other countries. Preservation of Indonesian culture can be done by introducing it to the younger generation from an early age, so that a sense of love and desire to preserve Indonesian culture grows. However, there is no curriculum that specifically explains Indonesian culture. At first glance, Indonesian culture is only studied in Social Science subjects (Dwisaputra et al, 2012).

In an effort to preserve Indonesian culture, especially ondel-ondel, learning materials about ondel-ondel art are included in the local content curriculum in schools. Ondel-ondel art materials can be applied to local content subjects in vocational high schools. Students gain a thorough knowledge and understanding of ondel-ondel art through these learning materials. Students can connect the learning process carried out at school with community life and culture in their environment.

Research on ondel-ondel culture has been conducted by Susanto, in this study, explained that ondel-ondel performances have undergone changes in the use of musical instruments and performances (Susanto, 2019). The local content curriculum aims to develop regional potential through education and maintain and preserve Indonesian culture (Arifin et al., 2018). Nasir in his research concludes that values, traditions, culture, skills and concepts that apply to society can be preserved through educational activities. The local content curriculum aims to make students have academic knowledge, and understand the traditions of their community (Nasir, 2013).

## **B. Method**

This study uses a qualitative approach so as to provide an overview of the conditions or circumstances under study. This approach provides an understanding of the substance of an event and can provide a more in-depth description/explanation (Sofaer, 1999). This is in accordance with the purpose of this study, which is to provide an overview of ondel-ondel art and its application and development in local content curriculum in Vocational School.

The research locations for classical ondel-ondel performances were carried out at the Ondel-Ondel Beringin Sakti Studio, East Jakarta, and the Betawi Light Studio in Rawasari, Central Jakarta. Information about the ondel-ondel performance was obtained from an interview with Mr. Juwahir, the chief of the Cahaya Betawi studio, located in Rawasari, Central Jakarta. Interviews were also conducted with Mr. Yasin, the chief of Sanggar Beringin Sakti, which is located on fir street, East Jakarta. Information about the application of ondel-ondel in the local content curriculum was obtained from interviews with teachers at SMKN 57 Jakarta. To compare the validity of the information, the researcher also interviewed Mr. H. Yoyo Muchtar, as the chief of the Division of Preservation and Empowerment at the Betawi Cultural Institute.

Data was collected by triangulation technique which is defined as a data collection technique that combines various data collection techniques from existing data sources (Sugiyono, 2017). Research based on direct field observations. The qualitative approach provides data in the form of spoken and written words from the research subject. Data collection was done through observation techniques, literature studies, interviews with studio owners, ondel-ondel music players, Jakarta cultural experts and teachers teaching local content at SMKN 57 Jakarta. Data were analyzed using the Miles and Huberman model, namely data reduction activities, data display, and verification (Sugiyono, 2017). Testing the validity of the research data (primary and secondary) was carried out using the credibility criteria followed by examination techniques (Moelong, 2007).

### C. Result and Discussion

Ondel-ondel as Betawi culture has existed since the 15th century. Previously it was called barongan which means together. Benyamin Sueb as one of the Betawi artists introduced the song ondel-ondel, since then the barongan is better known as ondel-ondel. In the 15th century ondel-ondel acted as ancestral spirits who guarded the villagers. At that time, people still believed in mystical things, so they made ondel-ondel as an intermediary for ancestral spirits. The shape and size at that time had a sinister face, curled, and long hair, and had a larger size than today's ondel-ondel. Ondel-ondel has parts consisting of:

- 1) Head, there is a crown decorated with paintings such as a peacock/hong, dragon, lotus flower, pomegranate flower, and clover. Above the head of the ondel-ondel there is also a coconut flower shaped like a collection of coconut leaves as a symbol of the Sunda Kelapa region.
- 2) The face of the red male ondel-ondel doll symbolizes strength, power, courage, and a hard ego. The face of the white female ondel-ondel doll symbolizes purity, tenderness, friendliness, and majesty.
- 3) Men's ondel-ondel doll clothes use a sadariah or ujung serong. At the bottom use a holster jambang. On certain occasions, a cunin sarong with a square pattern is draped over the shoulder. The female doll is wearing a kebaya encim. In certain events, use a scarf with floral and animal motifs.

Musical instruments in ondel-ondel art use 3 gongs consisting of kempul, kemor, kenong, 2 drums consisting of a big drum and small bolster drum, 1 kecek, and 1 trumpet. Along with its development, kecek and trumpet are no longer used, replaced with tambourines and tehyan. The trumpet which is the hallmark of ondel-ondel music is replaced with the tehyan musical instrument, because of the difficulty of playing it (Susanto, 2019). These musical instruments have different playing patterns and functions, the big drum serves to set the initial tempo to enter the drum, and as a fill in for the song to be

played, the small drum is a complement to the big drum as a fill in or code in certain parts, tahyan plays the melody in the catfish and mangle sections. The use of trumpets in the composition of ondel-ondel art music can only perform 2 songs, namely leles and mangle. Trumpets can only make certain notes. The use of this instrument is considered less effective so it is replaced with kongahyan.

### **Ondel-Ondel Performance Show**

Sanggar Beringin Sakti is the oldest ondel-ondel studio in Jakarta, until now it is still active and registered with the Jakarta Cultural Institute. Since its establishment, it has always held ondel-ondel performances according to the original, using trumpet instruments and only playing two songs, namely leles and mangle. Sanggar Beringin Sakti replaced the trumpet with tehyan in 1997. This change was due to:

- 1) The technique of blowing the trumpet instrument is more difficult than other instruments.
- 2) Instrument players have difficulty reading musical notes.
- 3) There is no teacher who teaches the instrument.

The technique of playing the tehyan instrument is relatively easier and more in demand. Tehyan instruments can also play more variations of songs, from traditional Betawi songs to contemporary songs. The music at the Sanggar Beringin Sakti ondel-ondel show has the following order:

#### ***Intro***

Music players play the intro slowly to fast with a tempo of 150, entering the leles section. Then the ondel-ondel enter the middle of the performance arena and move freely until the tempo of the music slows down which becomes a sign or fill in entering the mangle section, then the ondel-ondel begins to leave the performance arena.

#### ***Opening of Pencak Silat***

In the mangle section, the first fighter enters the middle of the arena. Silat players begin to salute / soja then play moves without weapons. After the fighter has finished playing all the moves, the musicians play the leles song by increasing the tempo of the music or the drum rising. At the end of the performance, the fighter saluted as a closing greeting, then left the performance arena.

#### ***Ondel-ondel Free Movement***

After the fighter leaves the performance arena, the ondel-ondel enters and moves freely until the musical accompaniment changes to mangle as a code or fills in. Ondel-ondel leaves the center of the performance arena and is replaced by a silat player.

#### ***Silat Duet***

The second silat performance was performed by two people. It starts with saluting / soja, followed by a silat action in a duet. This silat show depicts two people fighting using Toya and Teco weapons. This performance continues until the musical accompaniment

plays the leles song, and the pesilat salutes / soja as a closing and then leaves the middle of the arena.

### ***Ondel-ondel Free Movement***

After the fighter leaves the performance arena, the ondel-ondel enters and begins to move freely until the musicians switch to playing the mangle song as the code for the ondel-ondel to leave the center of the performance arena, replaced by a silat player.

### ***Cover Pencak Silat Single and Ondel-ondel***

This last pencak silat performance was played singly. Pesilat pays respects/soja then displays 4-step silat fighters. Then the musicians play the accompaniment of the leles song which is the code for the fighter to salute/soja as a closing, then the fighter leaves the performance arena. At the same time, enter the ondel-ondel in the middle of the arena until the show is over.

### **Musical Accompaniment Free Motion Ondel-ondel Performance**

Musical accompaniment is the most important part in every ondel-ondel performance. Musical accompaniment aims to describe the situation and part of the ondel-ondel performance. Ondel-ondel performances have a movement, which is done with free movement following the flow and tempo of the song. In this movement free musical accompaniment, the form of which does not have a standard flow of the song. Generally, the song is taken from several songs in the Gambang Kromong art. In the absence of standard songs that are sung, it is easier for the musical accompaniment of the free movement of ondel-ondel to be included in school learning. In addition, there are several additional musical instruments that can be used in the context of learning at school.

Along with the passage of time and the development of the times, ondel-ondel is currently used in festival events, such as processions on Jakarta's birthday, circumcision or cap-go-meh celebrations and learning at schools. In ancient times musical instruments were played while walking. At this time the show can be performed on stage, arena performances and accompanied by xylophone kromong.

Gambang kromong is a Betawi musical art which is a combination of Chinese and Betawi ethnicities, consisting of two instruments, namely the xylophone and the kromong. The functions of the gambang kromong musical instrument are: 1) accompanying Betawi songs, 2) accompanying Betawi lenong, 3) accompanying Betawi dances, and 4) ondel-ondel free movement music procession. Musical accompaniment in the ondel-ondel show is played quietly in place. The leles song is used to accompany the free-moving ondel-ondel, the mangle song is used to accompany the pencak silat performances. The accompaniment of music at this time uses tehyan and street musicians move around around the ondel-ondel moving freely. Ondel-ondel shows as a whole can only be played by professional players due to the difficulty of learning the accompaniment pattern of ondel-ondel performing arts.

### **Ondel-ondel Local Content Curriculum at Vocational School**

Based on the results of interviews conducted with productive teachers of Betawi Karawitan Arts at SMKN 57 Jakarta, according to sources, the local content curriculum is

very important and very useful. Because education does not only study general fields, but also applies learning in the arts and culture of the local area.

*Local content subjects are held with the aim that students can understand the local content of local traditions, such as the Jakarta area, we are familiar with the Betawi tribe (Participant, interview, January 2021).*

Ondel-ondel performances are usually only studied in Betawi art studios, but at SMKN 57 this ondel-ondel performance has been successfully implemented in the local content curriculum as stated in the interview results as follows:

*The mulok material at SMKN 57 studies ondel-ondel music performances. It is considered very effective, because students are required to be able to learn all the arts in Betawi. Mulok learning is very effective to be taught at the SMK level, not only at SMKN 57. Because the tools used in learning ondel-ondel music use musical instruments that are very affordable, every school generally has musical instruments that can support ondel-ondel musical accompaniment learning (Participant, interview, January 2021).*

The implementation of the local content curriculum on ondel-ondel material at SMKN 57 begins by providing an understanding of the history of ondel-ondel, performances, and ondel-ondel musical instruments through video displays. As narrated as follows:

*We started the lesson by providing an understanding of ondel-ondel's history, the function of ondel-ondel, and musical instruments used to accompany ondel-ondel performance. After that, a video is shown that provides an overview of ondel-ondel music and the stages in the ondel-ondel performance. Students are given an introduction to musical instruments and scores of songs that will be played. In learning the accompaniment of ondel-ondel performances, there is the addition of musical instruments, carried out with the aim of increasing creativity. Students arrange existing songs according to the latest developments and variations to the accompaniment of ondel-ondel performances without losing the originality of the music. (Participant, interview, January 2021).*

The ondel-ondel performance which was held in mulok at SMKN 57 experienced a change in the use of musical instruments as conveyed from the results of the interview:

*Ondel-ondel musical accompaniment uses several musical instruments. Kongahyan is used to play the main melody instead of the trumpet. The technique of playing the Kongahyan musical instrument is easier than playing the trumpet (Participant, interview, January 2021).*

The problem in implementing the curriculum for local ondel-ondel dschools is the lack of resource persons and research on Betawi Culture. this causes a lack of teachers who have competence in the field of Betawi Cultural arts. As stated in the interview results as follows:

*The Betawi culture mulok curriculum in schools is more about art in general or what is called the traditional art of the archipelago. This is all due to the lack of research in the Betawi cultural arts field. In addition, the lack of competent teachers in the field of Betawi cultural arts has resulted in the application of the Betawi local content curriculum not being maximized (Participant, interview, January 2021).*

## Discussion

This ondel-ondel free motion performance material can be applied in several subjects in the local content curriculum, including the Jakarta Cultural Environmental Education lessons, Music Arts, Dance Arts, and Fine Arts at the SMK level, with the aim that students can play accompaniment patterns. music, movement patterns, and also making ondel-ondel dolls. Musical accompaniment ondel-ondel free motion that can be done at school is the xylophone kromong instrument. The following is an overview of the technique of playing the xylophone kromong instrument that is suitable for students, including:

### a. Kongahyan

It is a traditional Betawi musical instrument. This musical instrument is found in the xylophone kromong art and is included in the type of melodic musical instrument. Kongahyan is played by swiping on the two strings on the instrument. Along with its development, kongahyan is used in ondel-ondel performances to replace the role of trumpets. Because kongahyan has more advantages than the resulting tone. Kongahyan in his appearance can play all melodies and scales unlike the trumpet which does not produce many melodies.



Figure 1. Kongahyan.

### b. Xylophone

This musical instrument is an instrument that exists in the gambang kromong art, in its appearance the wooden xylophone functions as a substitute for the bass. The wooden xylophone is made of teak wood. Has a sequence of notes from low to high pitch.



Figure 2. Xylophone

c. Kromong

Kromong is made of Bronze, in appearance the Kromong functions as an accompaniment carrier. Kromong consists of 10 pencons.



Figure 3. Kromong

d. Drum

The drum is a musical instrument that is not pitched, in its appearance the drum functions as a tempo controller of the song. This musical instrument consists of 1 large drum and 2 small drums.



Figure 4. Drum

e. Kecrek

Kecrek is made using iron/bronze. Functions as a song tempo controller.

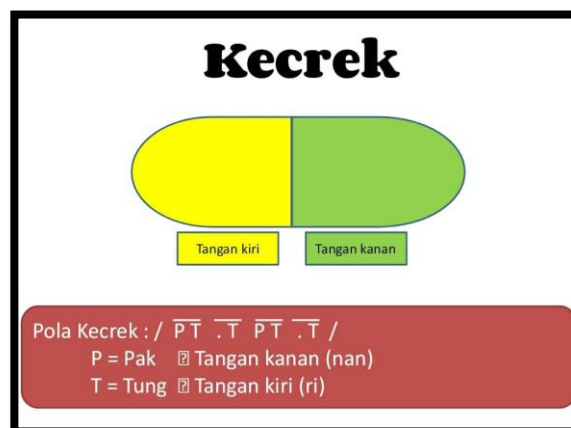


Figure 5. Kecrek

f. Gong

The gong is made of iron/bronze, consisting of a smaller kempul and a larger gong. Gong is generally played by one person using a bat.



Figure 6. Gong

Below is an overall sheet music accompaniment for the free movement of ondel-ondel that can be applied in the mulok learning of Jakarta Cultural Environment Education and the art of music. Traditional Betawi uses the musical instrument xylophone kromong.

KICIR-KICIR																
Kongahyan	03	35	3	02	22	43	2	0	03	35	3	01	11	26	1	0
Gambang	03	35	35	35	05	35	25	35	05	35	35	35	05	35	15	35
Kromong	03	35	35	35	05	35	25	35	05	35	35	35	05	35	35	15
Gendang	dong pakdong tung paktung dong				dong pakdong tung paktung dong											
Kecrek	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C
Goong					G	.	P	.	.	.	P	.	G	.	.	.
Kongahyan	06	12	3	06	66	17	6	0	06	12	3	05	55	36	5	0
Gambang	05	35	35	35	05	35	66	36	06	65	35	35	05	35	55	35
Kromong	05	35	35	35	05	35	66	36	06	65	35	35	05	35	55	35
Gendang	dong pakdong tung paktung dong				dong pakdong tung paktung dong											
Kecrek	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C	CC	0C
Goong	P	.	.	.	P	.	G	.	P	.	.	.	P	.	G	.

Figure 7. Sheet music accompaniment for free movement of ondel-ondel

Based on the description above, the ondel-ondel local content curriculum can be implemented in schools as an effort to preserve Betawi culture. There needs to be a role for the government, especially the education office, in an effort to prepare competent teaching staff in mulok subjects. So that when the teacher is given the task by the school to hold Mulok

subjects, he can understand and can provide accurate knowledge and can be understood by students.

#### D. Conclusion

The cultural wealth of Indonesia today is starting to disappear, eroded by the times and influences from outside cultures. To preserve Indonesian culture, it is hoped that the role of the government and the education office will be in an effort to develop and introduce local arts through learning activities in schools. With the study of the local content of Betawi art, it is hoped that it will become a reference in mulok learning at school.

Based on the results of the research above, ondel-ondel performances can be used as local content learning materials to enrich students' cultural treasures in understanding local wisdom. The ondel-ondel show as a whole has several structures and standards in its appearance. Accompaniment of ondel-ondel music, free movement is considered the easiest to learn and apply in the ondel-ondel procession in various situations and conditions. Students are expected to be able to play free-motion musical accompaniment in ondel-ondel art using the musical instruments of tehyan, kohyan, xylophone, kromong, kecrek, drums, and gongs. This musical instrument can be played as an accompaniment to ondel-ondel art with simple musical compositions. In this study there are scores of ondel-ondel performances for free movement and techniques for playing musical instruments written in the form of sheet music using numerical notes. With the musical accompaniment song used entitled Kicir-kicir. The techniques written in this study consist of the musical instrument techniques of tehyan/kongahyan, xylophone, kromong, drum, kecrek, and gong.

In addition to performing music, ondel-ondel is also included in dance lessons which aims to make students understand and dance according to the ondel-ondel movement pattern. Ondel-ondel art can be included in fine arts lessons which aim to make students have knowledge of how to make ondel-ondel masks using recycled paper. In the material for Environmental and Cultural Education in Jakarta, students can understand social and cultural conditions as well as local wisdom.

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## Analysis of Distance Learning Implementation from the Teacher's Perspective (Case Study: Sdit Al Iman Bintara)

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### Article History:

Received: June 12, 2021  
Revised: July 01, 2021  
Accepted: July 03, 2021  
Online First: July 08, 2021

### Keywords:

Analysis, Distance Learning, Teacher's Perspective.

### Kata Kunci:

Analisis, Pembelajaran Jarak Jauh, Perspektif Guru.

### How to cite:

Maharani, T. (2021). Analysis of Distance Learning Implementation from the Teacher's Perspective (Case Study: Sdit Al Iman Bintara). *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 619-627.

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**Abstract:** This study aims to analyze and explain how the implementation of distance learning during the COVID-19 pandemic by first graders teacher. How the learning process was held, what information and communication technology was used, how was the preparation, what obstacles are faced by the respondents. The research method used a case study of descriptive qualitative approach with a phenomenological paradigm. The research subject is the first grade teacher of SDIT Al Iman Bintara. Data collection techniques using observation and questionnaires conducted online. Data analysis used descriptive statistics, with stages of data reduction, data presentation and conclusions. The result of the research is that the implementation of distance learning at SDIT Al Iman Bintara is running well according to the policies and technical implementations made by the school. The most widely used information and communication technologies during distance learning are Zoom, Edmodo and WhatsApp. The use of information and communication technology makes it easier for respondents in teaching activities, because previously respondents had attended special training from schools. Although 100% of respondents are used to using it every day, there are still obstacles that occur, such as internet signals that are not supported (disconnected/disappeared) or signal struggles with fellow teachers at school; internet packages for educators from the government that are not enough to use for one month when teaching from home; the material presented is less understandable by students, especially when there is a signal problem, which makes students no longer want to continue learning even though the signal is smooth again.

**Abstrak:** Penelitian ini bertujuan untuk menganalisis dan menjelaskan seperti apa pelaksanaan pembelajaran jarak jauh selama pandemi COVID 19 oleh guru siswa kelas satu. Seperti apa proses belajar yang dilakukan, teknologi informasi dan komunikasi apa yang digunakan, bagaimana persiapan dari pihak guru, kendala apa saja yang dihadapi oleh responden. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif jenis studi kasus dengan paradigma fenomenologi. Subjek penelitian adalah 10 guru kelas satu SDIT Al Iman Bintara. Teknik pengumpulan data menggunakan teknik observasi dan kuesioner yang dilakukan secara online. Analisis data menggunakan statistik deskriptif, dengan tahapan reduksi data, penyajian data dan kesimpulan. Hasil penelitian adalah pelaksanaan pembelajaran jarak jauh di SDIT Al Iman Bintara berjalan dengan baik sesuai kebijakan dan teknis pelaksanaan yang dibuat oleh sekolah. Teknologi informasi dan komunikasi yang paling banyak digunakan selama pembelajaran jarak jauh adalah Zoom, Edmodo dan WhatsApp. Penggunaan teknologi informasi dan komunikasi tersebut memudahkan para responden dalam aktivitas mengajar, karena sebelumnya responden telah mengikuti pelatihan khusus dari sekolah. Walaupun 100% responden sudah terbiasa menggunakannya setiap hari, tetap saja masih ada kendala yang terjadi, seperti sinyal internet yang kurang mendukung (putus-sambung/hilang-timbul) ataupun rebutan sinyal dengan sesama guru di sekolah; paket internet untuk pendidik dari pemerintah yang tidak cukup untuk digunakan selama satu bulan ketika mengajar dari rumah; materi yang disampaikan kurang bisa dipahami oleh siswa, apalagi ketika terjadi kendala sinyal, yang membuat siswa tidak mau lagi melanjutkan belajar walaupun sinyal sudah lancar kembali.

## A. Introduction

Information and communication technology has a role in various fields, one of which is in the field of education. The world of education is required to always adapt to technological developments in improving the quality of education, especially in the learning process (Budiman, 2017).

This role has become increasingly important since COVID 19 was a pandemic from March 2020. This pandemic has forced face-to-face learning activities in schools to be completely stopped, and moved to cyberspace, in accordance with the ministerial decree for the prevention of COVID 19 issued on March 9, 2020, by the Minister of Education and Culture Nadiem Makarim, called Distance Learning. This distance learning does not require students to come to school so it requires information and communication technology for its implementation (Kamil, 2020).

In reality, distance learning is still difficult to implement at the start of the pandemic. Because it is an educational transformation that requires educators and students to interact online learning, so that it has very tough opportunities and challenges for teachers and students (Suhendro, 2020).

Several obstacles and difficult challenges such as lack of mastery of technology, additional cost of internet quota, additional work for parents in accompanying children to study, the lack of communication and socialization between students, teachers and parents, and teacher's unlimited working hours, making distance learning less than optimal (Ali, 2020). Some schools don't even make rules or regulations related to the technical implementation of learning, so many teachers are confused about it (Mamluah & Maulidi, 2021). Not to mention problems related to infrastructure such as electricity and internet networks (Rizal, 2020).

Until today, distance learning is still being implemented in almost all schools in Indonesia, including the Al Iman Bintara Integrated Islamic Elementary School (SDIT) located in West Bekasi sub-district, Bekasi City, West Java. The implementation of distance learning at SDIT Al Iman Bintara has been going on for almost 1 year, starting from July 2020 until now. As an Islamic school with A accreditation, SDIT Al Iman is one of the leading private schools that combines religion and science, to create a generation of Muslims who have noble character and achievement as the expectations of the people, as stated in the school's vision and mission.

This paper analyzes and explains how the implementation of distance learning during the COVID-19 pandemic by first-grade teacher teachers, who teach students who have just graduated from kindergarten and immediately feel the difference in the learning process from kindergarten to elementary school with the distance learning system for the first time. What kind of learning process is carried out, what information and communication technology is used, how is the preparation from the teacher, what obstacles and challenges are faced by first grade teachers in its implementation.

## B. Method

The method used in this study uses a descriptive qualitative approach with the type of case study research with a phenomenological paradigm. According to Tanzeh (2011) qualitative research is research that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Sugiyono (2017), the purpose of qualitative research is none other than to find out some facts and information in

the field, either in the form of an explanation of the description of the research subject or in the form of data and images that can support research results. So that it can be found a solution to the problem of the object under study naturally. This qualitative research approach is assessed according to the needs of the researcher, because basically the problems that occur are only about the object of research and the facts received are adjusted to what is being studied.

According to Rahardjo (2017), in the view of the phenomenological paradigm, what is visible or invisible is essentially not something real. It's just a reflection of what's inside. The task of the case study researcher is to explore something that is not visible to become visible knowledge. So it can also be interpreted, a case study as a process of studying or understanding a case and at the same time looking for the results.

The research was conducted from July 2020 to June 2021, using observation techniques and online questionnaires to collect data, as well as other research literature studies. The questionnaire was created using Google Docs and provided a link to the questionnaire via the WhatsApp application to the respondents with questions related to the research objectives. Analysis of the data collected using descriptive statistics, with the stages of data reduction, data presentation and conclusions (Sugiyono, 2017).

The research subjects were 10 first grade teachers of SDIT Al Iman Bintara, who were given initials for confidentiality purposes. The researcher wanted to analyze and describe the implementation of distance learning at SDIT Al Iman Bintara from the perspective of a first grade teacher. What kind of learning process is carried out, what information and communication technology is used, how is the teacher's preparation, what obstacles and challenges are faced by first grade teachers in its implementation, especially when teaching first grade students who have just graduated from kindergarten, and are experiencing changes of learning process from kindergarten to elementary school.

**Table 1.** Respondent profile

Initial	Gender	Age	Education
A1	Female	28	Bachelor degree
A2	Female	31	Bachelor degree
A3	Male	32	Bachelor degree
A4	Female	36	Bachelor degree
A5	Female	26	Bachelor degree
A6	Female	36	Bachelor degree
A7	Male	26	Bachelor degree
A8	Female	24	Bachelor degree
A9	Female	35	Bachelor degree
A10	Female	25	High School graduate

### C. Result and Discussion

It has been almost a year, from July 2020 to June 2021 distance learning is being carried out in the first grade of SDIT Al Iman Bintara. This program was implemented after the Minister of Education and Culture Nadiem Makarim issued a policy to reduce face-to-face activities in order to break the chain of spread of COVID 19 in Indonesia.

In the concept of electronic learning, distance learning is not novelty, but because it is carried out simultaneously and seems 'sudden' without proper preparation, this program needs special attention. According to Contesa (2020), the distance learning concept that suggested by the government is to encourage all students to study at home with parental supervision. The implementation of teaching and learning activities uses methods that have been made by each school. Activities that refer to children's behavior, attitudes and morals must be reported by parents every day through videos or photos.

After the ministerial decree from Minister of Education and Culture for the implementation of online learning, schools usually have their own policies or technical regulations to regulate the distance learning process. However, some schools do not make rules or regulations related to the technical implementation of learning, so many teachers are confused about the technical distance learning.

### **Distance Learning Implementation System**

SDIT Al Iman is a school that makes the regulation of technical implementation for this distance learning program. The technical implementation of daily learning activities or called the daily program is made by schools and is mandatory for all teachers, but for the method or media used, it is entirely up to the teaching teacher. Each Teacher Working Group agrees on the methods and media used, adapted to the student's learning style.

In the daily program, each subject is required to do face-to-face using Zoom. Every day students study three subjects. Teaching and learning activities begin at 07.15 which are opened by the homeroom teacher using Zoom for 30 minutes. Then continued by the subject teacher using Zoom according to the study schedule for 50 minutes. Rest time twice for 20 minutes each. Teaching and learning activities ended at 11.40.

### **Information and Communication Technology Used**

According to Dhawan (2020), before proposing and adopting e-learning tools or technologies, it is necessary to consider the pros and cons. There are several factors that influence the choice of a particular technology, such as security features, laboratory availability and conditions, internet speed, internet access, and the digital literacy level of the beneficiary. For e-learning to be effective in today's difficult times, institutions need to concentrate on using technology more effectively, i.e. using technology that has the lowest procurement and maintenance costs, but can effectively drive the educational process.

At SDIT Al Iman Bintara, the information and communication technology selected and used by respondents for distance learning in first grade are as follows :

1. 100% of respondents use the Zoom application to have face-to-face online with students.
2. 100% of respondents use Edmodo for exams, daily assessments, or practice questions.
3. 100% of respondents use the WhatsApp application. Group chat to communicate with student guardians regarding information related to the implementation of learning, video call for Tahsin Qur'an subjects, Voice Note for Bina Fiqh subjects, Islamic Religious Education and English, as well as Video for subjects that requires the collection of assignments in the form of videos.
4. 50% of respondents use the Quizizz for fun alternative practice questions.

5. 50% of respondents use video-making applications such as Kinemaster, Inshot, Viva Video, Bandicam, Filmora, or screencast-o-matic for making learning materials.
6. 80% of respondents use YouTube for additional material or save videos of learning materials that have been made.
7. 10% of respondents use the Canva site to enhance the appearance of their presentation.

It can be concluded that the most used information and communication technologies by 10 respondents during distance learning are Zoom, Edmodo and WhatsApp. In the second position, 8 respondents use YouTube. In the third position, 5 respondents used Quizizz and application to make videos. The last position, 1 respondent uses Canva.

A total of 10% of respondents answered Neutral, 50% answered Agree, and 40% answered Strongly Agree on the statement "using information and communication technology makes it easier for me to teach online". It can be interpreted that 1 respondent feels so-so in the use of information and communication technology during distance learning, and 9 respondents feel that the information and communication technology used makes it easier to teach during distance learning.

### **Teacher Readiness and Adaptation**

#### ***Teacher Conditions Before the Implementation of Distance Learning***

Before distance learning took place, 100% of respondents used computers/laptops as technology to assist in completing school assignments such as processing grades, making questions, making study materials, reports, and so on. As many as 90% of respondents have used information and communication technology such as YouTube, Edmodo, Canva, video editing applications, and Power Point for teaching and learning activities. As many as 10% of respondents do not have experience studying and using information and communication technology that used for distance learning. It can be concluded that, 10 respondents use computers/laptops to complete school assignments, 9 respondents have used some of the information and communication technology used for distance learning. Only 1 respondent had no experience of using it at all before distance learning was implemented.

Out of 10 respondents, only 20% of respondents had experience of distance teaching before distance learning was implemented. As many as 90% of respondents attended special training from school before doing distance learning, while 10% of respondents did not take special training from school, because he just started teaching in second semester. It can be concluded that, only 2 respondents have teaching experience distance before the implementation of distance learning. A total of 9 respondents had attended special training facilitated by the school prior to the implementation of distance learning, and 1 respondent had not attended the training.

#### ***Teacher Conditions During the Implementation of Distance Learning***

From the results of the questionnaire, only 30% of respondents answered Agree to the questionnaire statement "I am very enthusiastic about teaching with the distance learning system". while 70% of respondents answered Neutral. It can be concluded that, only 3 respondents are very enthusiastic about teaching online, 7 respondents feel so-so.

Currently, as many as 100% of respondents are accustomed to using information and communication technology that used during distance learning. 60% of respondents feel skilled and master the technical use of information and communication technology used,

10% are very skilled and mastered, and 30% answered Neutral or ordinary, but 90% still find it difficult when using it. It can be concluded that, even though respondents are used to using it every day, there are still difficulties that occur, especially when WiFi is not friendly, or an error occurs, for example.

As many as 70% of respondents answered Strongly Agree and Agree to the statement "I feel overwhelmed in making learning materials", 20% answered Neutral, and 10% answered Disagree. It can be interpreted that 7 respondents do not feel overwhelmed when making materials, 2 respondents feel so-so, and 1 respondent feels overwhelmed.

As many as 40% of respondents answered Neutral, 40% answered Agree, and 20% answered Strongly Agree to the statement "I feel that the duties and work during distance learning are more numerous than teaching face-to-face at school (offline)". It can be interpreted that 6 respondents feel that the workload increases during the implementation of distance learning compared to offline teaching at school, only 4 respondents feel that it is so-so.

Of the 10 respondents, 100% did not use the learning facilities provided by the government such as the Ruang Guru, Rumah Belajar, Meja Kita, Sekolahmu, Zenius, Google for edu, Kelas Pintar, Quipper, and others for distance learning at SDIT Al Iman. According to respondents, it is caused by the following things:

1. The learning facilities provided do not include the subjects being taught, such as Tahsin Qur'an.
2. It is more effective to use Zoom for face-to-face with students, because it is easier to use and to bond more with students.
3. Not familiar with the learning facilities provided by the government.
4. Difficult to join, and some are usually paid.
5. Do not know about the information on the learning facilities.
6. Less effective for use during distance learning.
7. The information and communication technology used today is sufficient to support distance learning in first grade. If more is used, it can make it difficult for first graders to learn.

### *Teacher Condition After Distance Learning (Almost) Completed*

Currently the learning activities have been completed, and the students are carrying out the Year-End Assessment for grade promotion, so the daily program is no longer available. 60% of respondents who served as homeroom teachers only met face-to-face using Zoom for exam preparation from 7.15 to 8.00 am for five days from 7 June - 11 June 2021. 100% of respondents used Edmodo for the exam. The use of information and communication technology is not as frequent as when carrying out teaching and learning activities.

As many as 20% of respondents answered Strongly Disagree, 30% of respondents answered Disagree, 30% answered Neutral, and 20% answered Agree to the statement "when I think about tasks and work it sometimes makes me difficult to sleep". It can be interpreted that 5 respondents feel it is not difficult to sleep when thinking about tasks and work, 3 respondents feel so-so, and only 2 respondents feel that sometimes it is difficult to sleep when thinking about unfinished tasks and work.

A total of 10% answered Neutral, 30% answered Agree, and 60% answered Strongly Agree on the statement "I prefer to teach face-to-face at school (offline) than distance

learning". It can be interpreted that as many as 9 respondents prefer the face-to-face system at school than distance learning, only 1 respondent feels it is so-so.

As many as 60% of respondents answered Disagree, and 40% answered Neutral to the statement "I find it difficult to teach during distance learning". It can be interpreted that 6 respondents do not find it difficult to teach during the implementation of distance learning, and 4 respondents feel so-so.

A total of 10% of respondents answered Strongly Disagree, 60% answered Disagree, 10% answered Neutral, and 20% answered Agree to the statement "I am very uncomfortable teaching which requires me to use a computer/laptop or information and communication technology during the implementation of distance learning". It can be interpreted that 7 respondents feel comfortable using information and communication technology during distance learning, 1 respondent feels so-so, and 2 respondents feel very uncomfortable..

As many as 20% of respondents answered Neutral, 50% answered Agree, and 30% answered Strongly Agree on the statement "I feel distance learning is not as effective as face-to-face at school or offline". It can be interpreted that 8 respondents feel that the implementation of distance learning is not as effective as face-to-face at school /offline, the remaining 2 respondents feel that it is so-so.

A total of 10% of respondents answered Strongly Disagree, 50% answered Disagree, 30% answered Neutral, and 10% answered Strongly Agree on the statement "I find it difficult to communicate with students and parents during distance learning". It can be interpreted that as many as 6 respondents did not have difficulty communicating with students and parents during the implementation of distance learning, 3 respondents felt so-so, 1 respondent found it difficult to communicate.

As many as 30% of respondents answered Disagree, 50% answered Neutral, 10% answered Agree, and 10% answered Strongly Agree on the statement "I feel tired with online teaching activities". It can be interpreted that 3 respondents feel not tired with teaching activities during distance learning, 5 respondents feel so-so, and 2 respondents feel tired.

### ***Obstacles And Challenges That Happened***

During the distance learning lasted almost 1 year, the following are the obstacles and challenges faced by the respondents:

1. 90% of respondent think that internet signal is a main problem.
2. 40% of respondent think that the internet package assistance for educators from the government is not enough to be used for a month of online teaching.
3. 30% of respondent think that the learning material presented is less understandable by students.
4. 20% of respondent thought that they were not familiar with information and communication technology before online learning.
5. 10% of respondents think that they are not enthusiastic about teaching.
6. 10% of respondents think that families are getting less attention because they are more busy preparing for teaching activities.
7. 10% of respondents think that the very short learning time makes learning less than optimal.
8. 10% of respondents think that the time to prepare material is longer than offline teaching, and students' achievement targets are neglected.

It can be concluded that the main obstacle that occurs during the implementation of distance learning is the internet signal, either caused by an unsupportive signal (intermittent)

or signal struggle with fellow teachers at school. The second obstacle is the internet package for educators from the government which is not enough to be used for one month when teaching from home due to a reduction in the quota in early 2021. The third obstacle, even though they have done their best to make learning materials, still the material delivered is not quite understandable by students. Especially when there is a signal problem, which immediately puts the students in a bad mood, no longer willing to continue learning even when the signal is smooth again. Of course this has an impact on students' understanding of the learning material.

#### **D. Conclusion**

From the results of research conducted on the implementation of distance learning in the first grade of SDIT Al Iman, it can be concluded that :

1. The distance learning implementation system conducted by SDIT Al Iman for the first grade has been running well for almost a year, although it seems sudden. Implementation is in accordance with the policies and technical implementation made by the school.
2. The most widely used information and communication technologies during distance learning in the first grade of SDIT Al Iman Bintara are Zoom, Edmodo and WhatsApp. Followed by YouTube, Quizizz and video creation applications, and Canva.
3. The use of information and communication technology facilitates the respondents in teaching activities.
4. Respondents always use computers/laptops before distance learning, 90% have used some of the same information and communication technology used during distance learning, and have received special training before the implementation of distance learning.
5. Although 100% of the respondents are used to using information and communication technology every day, there are still obstacles that occur as mentioned earlier, but this does not dampen the enthusiasm of the respondents to teach.

The suggestions for distance learning to take place better in the future are :

1. The use of information and communication technology for distance learning is now sufficient for first graders, if it is added it will confuse students and parents.
2. Provision of better and more stable WiFi facilities so that teachers are not too constrained by the signal.
3. Procurement of more complete tools to support the making of learning material videos.
4. Conducting special training on how to make presentations of material more interesting so that students are more enthusiastic about learning.
5. Procurement of student attendance applications to facilitate teachers when absent whenever possible.

More intense communication between schools represented by teachers, students and guardians of students, so that the implementation of distance learning is even better at SDIT Al Iman Bintara.

## Acknowledgment

The author would like to express her deepest gratitude to all contributors and respondents at SDIT Al Iman Bintara; The Principal, the Curriculum Section, and the first grade teachers, who have given their time for this research, so that it can be written down. Jazaakumullah khoiran katsir.

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## Media Literacy Education for Students During Learning Online the Covid-19 Pandemic

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### Article History:

Received: July 01, 2021  
Revised: July 05, 2021  
Accepted: July 11, 2021  
Published: July 16, 2021

### Keywords:

Covid 19 Pandemic,  
Media Literacy Education,  
Online Learning.

### Keywords:

Literasi Media Edukasi,  
Pandemi Covid 19,  
Pembelajaran Online.

### How to cite:

Hidayat, F.P. (2021). Media Literacy Education for Students During Learning Online the Covid-19 Pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 628-634.

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**Abstract:** One of the impacts of the COVID-19 pandemic is felt in the world of education, namely the Government's policy that all learning activities must be carried out from home online. With this policy, students tend to be affected by negative impacts during online learning due to the increasing consumption of the digital world. Therefore, media literacy education is needed for students so that it can become the basic ability of students to overcome negative and negative influences to improve understanding to build knowledge and have more critical thinking about information obtained from the media, especially for students who are currently learning from home online. This study uses a research method with a literature review with data collection techniques carried out through an in-depth study of various reference sources. The results of the analysis show that media literacy education for students during online learning during the covid-19 pandemic is a basic skill that is so important for a student to have, not only for online learning but also for learning in the 21st century as it is today. Media literacy education skills can be applied during online learning by applying skills such as access, select, understand, analyze, verify, evaluate, distribute, produce, participate and collaborate.

**Abstract:** Dampak pandemi covid-19 salah satunya dirasakan dalam dunia pendidikan yakni dengan kebijakan Pemerintah bahwa seluruh pelaksanaan pembelajaran harus dilaksanakan dari rumah secara daring. Dengan adanya kebijakan tersebut, maka siswa cenderung akan terkena dampak-dampak negatif selama pembelajaran daring karena meningkatnya konsumsi dunia digital. Maka dari itu, diperlukannya pendidikan literasi media bagi siswa agar dapat menjadi kemampuan dasar siswa untuk mengatasi pengaruh negatif dan guna meningkatkan pemahaman agar dapat membangun pengetahuan dan memiliki pemikiran yang lebih kritis terhadap informasi yang didapatkan dari media terutama pada siswa yang saat ini melakukan pembelajaran dari rumah secara daring. Penelitian ini menggunakan metode penelitian dengan kajian literatur review dengan Teknik pengumpulan data dilakukan melalui penelaahan yang mendalam terhadap berbagai sumber referensi. Hasil analisis menunjukkan bahwa pendidikan literasi media bagi siswa selama pembelajaran daring di masa pandemi covid-19 merupakan kemampuan dasar yang begitu penting untuk dimiliki oleh seorang siswa, tidak hanya untuk pembelajaran daring tetapi juga untuk pembelajaran di abad 21 seperti sekarang ini. Kemampuan Pendidikan literasi media dapat diterapkan selama pembelajaran daring dengan menerapkan kemampuan-kemampuan seperti mengakses, menyeleksi, memahami, menganalisis, memverifikasi, mengevaluasi, mendistribusikan, memproduksi, berpartisipasi, dan berkolaborasi.

## A. Introduction

In 2020, the world has been hit by a new virus outbreak that has changed people's lives in all aspects of life. The virus was given a name, namely the Covid-19 Virus. The rapid spread of the COVID-19 virus has forced the whole world, especially the Indonesian government, to issue new policies to reduce the spread or transmission of COVID-19 by implementing physical distancing and Large-Scale Social Restrictions (Yanuarita & Haryati, 2021; Nasrudin & Haq, 2020; Widiastuti, 2021).

One of the impacts of the COVID-19 pandemic is felt in the world of education. The government makes a policy that all learning activities must be carried out from home virtually or online. By implementing learning from home, it is hoped that can reduce the spread of the coronavirus in schools or colleges (Atiqoh, 2020).

According to the Government, online learning from home is considered a fairly effective alternative during the COVID-19 pandemic, where all activities are completely limited. However, it turns out that online learning from home is complained of by various parties because there is still a lack of mastery in the use of communication and information technology (Sobron et al., 2019; Yanti et al., 2020; RP Sari et al., 2021).

In addition to the lack of mastery of communication and information technology for students, it turns out that the application of online learning is not an easy thing to do, especially for students who live in areas where internet network access is not very good and some are not covered by the internet network (Robandi & Mudjiran, 2020; Suriadi et al., 2021).

Then, online learning from home makes students use the internet in their daily lives to increase. According to Irawan et al (2020) Internet users in 2020 increased by 73.7% with a total population of 196.71 million internet users. Where internet users have increased from 2018 by 8.9%.

The increase in internet use among students triggers various negative impacts that can occur on students such as students not being focused on learning activities, lazy to study, forgetting time, fraud, hoax news, being narcissistic, losing privacy, easily getting pornographic content, cyberbullying to cybercrime (Putri et al., 2016; Pandie & Weismann, 2016; Triastuti et al., 2017; Zulfitria, 2017; Hasanah et al., 2020).

To reduce the negative impact that occurs on students, especially during online learning on the COVID-19 pandemic, media literacy skills must be needed. Media literacy has an important role for students during online learning because media literacy is a basic skill that students must have in evaluating, accessing, analyzing content that exists in the digital world (Hidayat & Ginting, 2020; Hidayat & Lubis, 2021).

By having media literacy skills, it is hoped that students can have a good way of thinking so that learning carried out from home online can run effectively and students can also use communication and information technology wisely to reduce the negative impacts that arise especially during online learning.

## B. Method

This study uses a research method with a literature review related to media literacy education for students during online learning during the covid-19 pandemic. According to (Daughter, 2020) Literature review is a study whose research object is based on books, scientific articles, journals, mass media, or statistical data.

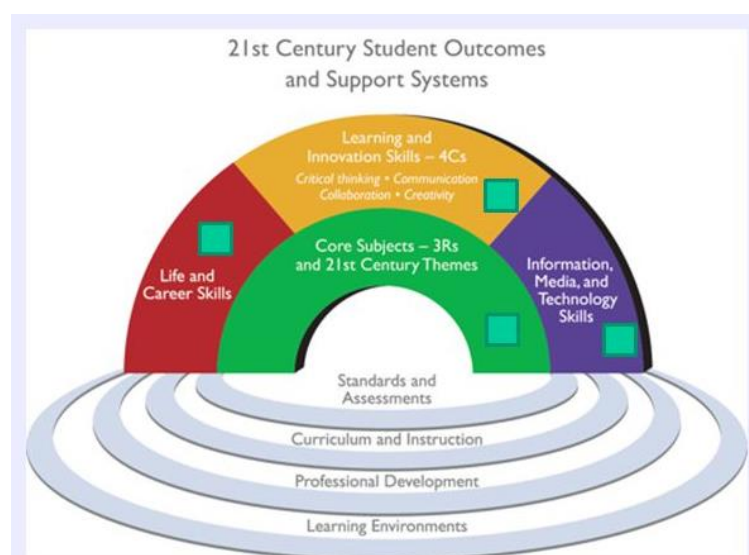
According to Zed (2014) Literature review is not just collecting data or information sourced from books, journals, or others, which are then read and studied as research material. However, a literature review must also require a process in processing data so that it can be used as research material.

The data collection technique in the literature review is by conducting an in-depth study of various reference sources in the form of books, journals, scientific articles, and so on whose sources must have an appropriate relationship to the problem or object to be studied so that it can solve the problem (Salman et al., 2021).

### C. Result and Discussion

Online learning, especially during the Covid-19 pandemic that has been carried out by students, should have the ability, knowledge, in the fields of technology, media, and information, skills, and innovation in learning so that students can master and succeed both in learning and in life.

*Partnership for 21st Century Learning* (P21) has developed a 21st-century learning framework, one of which is the ability of media literacy, digital literacy, and information communication technology literacy where these abilities can be mastered by students so that they can improve learning or student activities in daily life in the digital world (Partnership for 21st Century learning, 2015; Wijaya et al., 2016).



**Figure 1.** 21st Century learning framework

Media literacy is one of the indicators in today's 21st-century learning. it can be said that the role of media literacy during online learning, especially during the covid-19 pandemic, is the most important thing for students. According to Ainiyah (2017) The media literacy movement in the world of education for students is expected to be able to develop students' abilities in accessing all learning resources.

The word media literacy consists of two words, namely from the word literacy which is defined as a person's ability or skill in reading and writing, while media can be interpreted as a means or means of communication. Thus, it can be said that media literacy

is the ability to find, understand, and utilize information sources that can be obtained from the media (Kurniawati & Baroroh, 2016).

The reason why media literacy education is very important in the digital era and during the COVID-19 pandemic is to increase understanding so that they can build knowledge and have more critical thinking about information obtained from the media, especially for students who are currently learning from home independently. online.

There are various objectives of media literacy education during online learning during the covid-19 pandemic, namely firstly to be able to help build an understanding, secondly to become a regulator for someone in accessing media in daily life, and thirdly to have the ability to distinguish between appropriate and inappropriate information that can be used as learning material (Rahmi, 2013; Hidayat & Ginting, 2020).

According to Sari (2018) Media literacy education in learning can provide opportunities for students to understand the various types of meanings that they get during online learning from home. The concept of media literacy education is also inseparable from the concepts of multiple ways of knowing, multiple intelligences, and pedagogical abilities that have been proven to increase the value and effectiveness of students in learning.

Besides, opinion Fernanda et al (2020) also stated that there are factors that make media literacy education so important, namely: (a) Information for learning for students is available very much and widely, (b) being the ability to be able to obtain good learning information and obtain information that is following learning, and (c) can simplify and save the search for learning information.

Media literacy education during online learning during the COVID-19 pandemic makes students have the ability to ensure that the information obtained must be accurate and come from trusted sources. Students must also be able to choose which information can be prioritized based on the level of importance and interest.

Then, with media literacy education students can understand how to use, access, and apply media as online learning media, especially during the COVID-19 pandemic. With media literacy education, it can also be expected that students can use learning information obtained from the media appropriately and effectively.

Media literacy education for students can be integrated into the learning curriculum by educators by providing learning habits that are not only related to how to read and write but can also develop an oral culture so that it can produce discussions related to the learning being carried out.

Then, educators, schools, and other aspects related to learning must also begin to consider continuing to improve media literacy education for students. Media literacy education must be well prepared so that it can be carried out in stages by the readiness that has been carried out by various parties in online learning.

This was also expressed by Teguh (2017) that schools must seek media literacy education for students in online learning that includes various school capacities, such as facilities, facilities, and infrastructure, reading materials, the readiness of educators, and other support systems. Then, during the implementation of online learning, schools must also allocate sufficient time to support media literacy education.

Media literacy education can also minimize the negative impacts of students during online learning, such as lazy learning, getting information from unclear sources, even cyberbullying and cybercrime. Therefore, students tend to be vulnerable to negative

impacts during learning from the Covid-19 pandemic due to excessive consumption of digital media.

Therefore, Asari et al (2019) mention that there is an effective media literacy education competency to be applied by students not only during online learning but also throughout life. Competencies that can be applied in implementing media literacy education for students in learning are the competence to access, select, understand, analyze, verify, evaluate, distribute, produce, participate, and collaborate.

Later, the level of media literacy competence can also be seen by using an individual competence framework that can be used to measure the level of media literacy skills that students already have. The measurement of the weight of the media literacy ability value is seen from two indicators, namely, first, individual competence, in which there are two criteria, namely technical skills, and critical understanding, and secondly, social competence by having one criterion, namely communicative abilities (Commission, 2009; Latif, 2019).

#### D. Conclusion

Therefore, we can conclude that media literacy education for students during online learning during the covid-19 pandemic is a basic ability that is so important for a student to have, not only for online learning but also for learning in the 21st century as it is today. Media literacy education skills can be applied during online learning by applying skills such as access, select, understand, analyze, verify, evaluate, distribute, produce, participate and collaborate.

It is hoped that media literacy education for students can be given sufficient time so that there can be an increase in media literacy skills for students. In addition, it is also expected for educators to be able to provide continuous education related to media literacy to students, so that in the future students can have media literacy skills not only during online learning but also for the ability to use media in everyday life.

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## The Effect of Problem-Posing Learning Method on Students Achievement in Reading Invitation Letter

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### Article History:

Received: July 03, 2021  
Revised: July 08, 2021  
Accepted: July 10, 2021  
Online First: July 16, 2021

### Keywords:

Invitation Text,  
Problem-Posing Learning  
Method,  
Reading.

### Kata Kunci:

Membaca,  
Metode Problem-Posing,  
Teks Undangan.

### How to cite:

Nasution, M., & Siregar, S.H. (2021). The Effect of Problem-Posing Learning Method on Students Achievement in Reading Invitation Letter. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 635-642.

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**Abstract:** The aims of this research is to know if there is a significant effect of problem-posing learning method on students' achievement in reading invitation text of the twelfth grade students of SMA Negeri 1 Sipirok. The population is the twelfth grade students of SMA Negeri 1 Sipirok, which is consist of 190 students. Then, the sample is taken from the population by cluster random sampling technique and the total sample is 79 students. The writer uses experimental method. After calculating the data, it is found that the mean score of students reading invitation letter before taught by Problem Posing learning method is 68; it is categorized "enough". While the mean score of students reading invitation letter after taught by Problem Posing learning method is 79, it is categorized "good". After finding the score of  $t_{test}$  and  $t_{table}$ , both of the scores are compared. It is found that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} > t_{table} = 15.71 > 2.04$ ). It means there is significant effect of Problem Posing learning method on reading invitation letter of the Twelfth grade students of SMA Negeri 1 Sipirok. So, the hypothesis in this research can be accepted.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan antara metode pembelajaran problem posing terhadap hasil belajar siswa dalam membaca teks undangan pada siswa kelas XII SMA Negeri 1 Sipirok. Populasi dalam penelitian ini adalah siswa kelas XII SMA Negeri 1 Sipirok yang berjumlah 190 siswa. Kemudian sampel diambil dari populasi dengan tehnik cluster random sampling dan jumlah sampel sebanyak 79 siswa. Penulis menggunakan metode eksperimen. Setelah dilakukan perhitungan data didapatkan bahwa rata-rata nilai siswa dalam membaca surat undangan sebelum diajar dengan metode Problem Posing adalah 68; dikategorikan "cukup". Sedangkan nilai rata-rata siswa membaca surat undangan setelah diajar dengan metode pembelajaran Problem Posing adalah 79, termasuk kategori "baik". Setelah didapatkan skor  $t_{test}$  dan  $t_{tabel}$  kedua skor tersebut dibandingkan. Diketahui bahwa  $t_{hitung}$  lebih besar dari  $t_{tabel}$  ( $t_{hitung} > t_{tabel} = 15,71 > 2,04$ ). Artinya ada pengaruh signifikan antara metode pembelajaran Problem Posing terhadap kemampuan membaca surat undangan pada siswa kelas XII SMA Negeri 1 Sipirok. Sehingga dugaan jawaban dalam penelitian ini dapat diterima.

## A. Introduction

English is an international language becomes important languages which developed from time to time in the world. English is also to be one of many important subjects in school. It means that english is very important to be studied by students. It is learned from primary school until university (Kendal, 2015).

There are four basic skills in English teaching, they are listening, speaking, reading and writing. One of important skills is reading. Reading is one of the basic skills which must be competenced by students because in reading the students can get much knowledge, so that reading becomes unimportant need for many students, especially in Senior high school in comprehending text (Souzanzan & Zamaniyan, 2014).

Reading text has many kinds in the form of descriptive, narrative, recount, news item, report, prosedure, and fuctional text. In Senior High School students learn various of reading texts. One of them is functional texts or precisely short fuctional texts (Ting et al, 2013).

Short functional text is a short text that has forms, fuction, and specific message for the reader. Short functional text has many forms such us, shopping list, greeting cards, post cards, short message service (SMS), personal letter, email, invitation, announcement, advertisement. Invitation letter is one of that studied in Senior High School and invitation is someone's asking to the other people to come or do something (Isik & Kar, 2012).

Hao (2018) states that Education is now oriented to develop the competence of learners so that they can find their own way in the midst of a dynamic and ambiguous world. While it has been 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 et al, 2015).

Therefore, the students are expected to be able to understand invitation letter so that they can know the information in the text and answer the questions based on the text. If they have known the information in the text, so that they will be easier to answer the questions (Pasaribu, 2014).

In fact, many students are difficult in understanding invitation letter. It is proved from their difficulties in answering questions. It can be seen from the average score is 70. This score is still low and unsatisfactory because their Standard of minimum value (KKM) is 75 and when the researcher did observation in SMA Negeri 1 Sipirok in the last January until March. The researcher often asked the students about how to understand invittaiion letter but they couldn't answer it well eventhough their teacher had explained about it before and when their teacher explained to them, they were not interested to listen what their teacher explained. That's why they have not understood about it until now. It was also proved by the result of the pre-test which was gotten from thetenth grade students in SMA Negeri 1 Sipirok 2018/2019 academic year.

Teacher should arrange effective activity to raise students in reading invitation letter. The teacher should be able to choose the suitable method for teaching English. If the teacher does not use the suitable method, the students will get difficulties in understanding and answering the questions continually and the KKM can not be reached.

If the method of teaching and learning process is based on necessity, the result of learning would be better and the students will get success in answering the questions because they have understood what the text was about. To repair that situation, one of the

efforts is by adjusting the effective and conducive method as the external factor which can influence the students' achievement in a certain subject especially in reading invitation letter, such as Problem-Posing Learning Method. This methods are suitable to teach reading invitation letter. Because for understanding reading invitation letter, the students must study together about it so that they can understand reading invitation letter well.

## B. Method

The writer conducted this research at SMA Negeri 1 Sipirok. The teaching learning process at this school is active. The process of this research for three month. In this learning model, the problem is not given by the teacher but the students raise their own problem, the teacher only gives the situation and the students formulate the problem based on that situation (Suarsana et al, 2019).

To get the data and information of the research, we need a method. Siregar (2013) says, "The use of appropriate research methods to avoid speculative problem solving, and increase the objectivity in exploring knowledge." It means that the using of appropriate methodology of the research to avoid the speculative problem and to increase the objectivity to get knowledge.

In this research the writer uses experimental method. According to Sugiyono (2013) said, "Experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions." It means that experimental method is used to find out the influence of certain treatment to one another in controlled condition. According to Sugiyono (2013), the research is designed as follows:

**Table 1.** The Research Design

E	O <sub>1</sub>	X	O <sub>2</sub>
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The pattern shows:

- E = Experimental Method
- O<sub>1</sub> = Pre-test Experimental Group
- O<sub>2</sub> = Post-test Experimental Group
- X = Represent the Experimental Group Treatment

From the pattern, it is clear the difference between experimental and treatment groups with its steps. The writer uses experimental method because with this method the writer wants to find whether there is a significant effect of writing procedure text taught by silent demonstration method.

Population is a number of all subjects which is needed in the research. According to Siregar (2013) says, "The research population is the whole (universum) of the object of research which can be in the form of humans, animals, plants, air, symptoms, values, events, attitudes to life and so on." It means that population is a whole of object of the research such as human, animals, plants, air, value, event, and so on.

Based on the explanation above, the writer concludes that population is all the subject in a research that have certain qualities and determined by researcher. The population of this research is the Twelfth Grade students of SMA Negeri 1 Sipirok which consists of five classes and the total of populations were 190 students. It can be seen in the table below:

**Table 2.** The population of the twelfth grade students of SMA Negeri 1 Sipirok

No	Class	Male	Female	Total
1	XII IPA 1	20	20	40
2	XII IPA 2	20	19	39
3	XII IPA 3	18	20	38
4	XII IPS 1	30	8	38
5	XII IPS 2	20	15	35
Total				190

The writer uses the multiple choice as the instrument to measure the students achievement in writing procedure text by applied Problem-Posing Learning Method as an experimental group in XII IPA 1 class and without Problem-Posing Learning Method as a control group in XII IPA 2 class and the result of the test will be used as the data of this research.

### C. Result and Discussion

#### Results

##### 1. Writing Procedure Text Ability before Taught by Silent Demonstration Method.

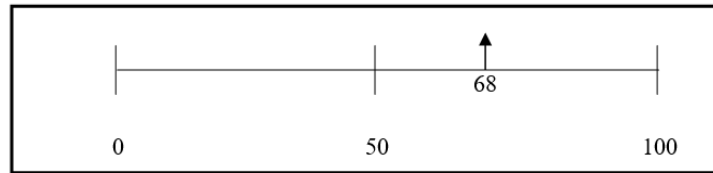
Based on the result of the research, the writer found the result of students in reading invitation text which is different from both of scores. It could be seen that students are more active when the writer use Problem-Posing Learning method in teaching reading invitation text because this method make the students easy to understand and open their minds. The writer shows the specification of calculation in the table below:

The Score of mean, median and mode of Teaching reading invitation before Taught by Problem Posing Learning Method to the Twelfth Grade Students of SMA Negeri 1 Sipirok.

**Table 3.** The score of mean, median and mode

No	Items	Score
1	Mean	68
2	Median	65
3	Mode	65

From the calculation, it is known that the mean of students' achievement in reading invitation before taught by Problem Posing learning method is categorized "enough". From the calculation, the position of the mean score for this variable can be drawn in figure as follows:



**Figure 1.** The position of mean score of teaching reading invitation letter before taught by problem posing learning method to the twelfth grade students of SMA Negeri 1 Sipirok.

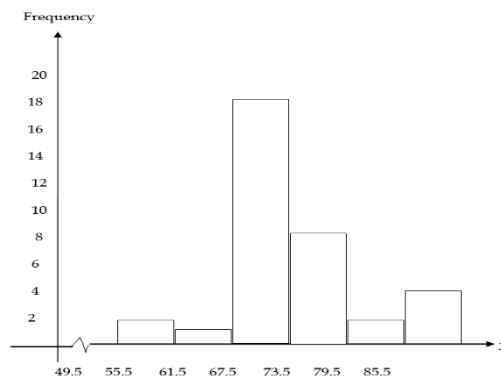
Furthermore, the frequency distribution of writing procedure text score before taught by reading invitation method can be presented below:

**Table 4.** The Frequency Distribution of Teaching reading invitation Before Taught by Problem Posing Learning Method to the Twelfth Grade Students of SMA Negeri 1 Sipirok.

No	Interval	Frequency	Cumulative Frequency	Percentages (%)
1	50 – 55	2	2	5.71
2	56 – 61	1	3	2.86
3	62 – 67	18	21	51.43
4	68 – 73	8	29	22.86
5	74 – 79	2	31	5.71
6	80 – 85	4	35	11.43
Total		35	-	100%

From the table above it is shown that the students who get score 50-55 are 2 students or 5.71%, score 56-61 is 1 student or 2.86%, score 62-67 are 18 students or 51.43%, and score 68-73 are 8 students or 22.86%, score 74-79 are 2 or 5.71%, score 80-85 are 4 students or 11.43%.

Based on the distribution above, the writer finds that most of students score is 62-67, there are 18 students or 51.43%. It is found the lowest score is 50 and the highest score is 85. It can be seen on figure 2 as follows:



**Figure 2.** The histogram of teaching reading invitation letter before taught by problem posing learning method to the twelfth grade students of SMA Negeri 1 Sipirok.

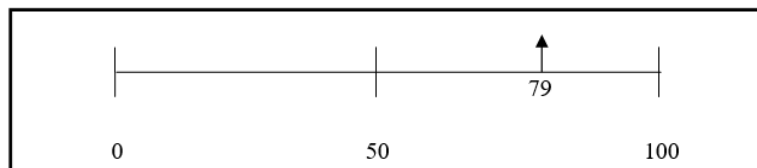
## 2. Writing Reading Invitation Ability After Taught by Problem Posing Learning Method

After collecting the data, it is found the highest score is 95 and the lowest score is 60. The writer shows the specification of calculation in the table below:

**Table 5.** The score of mean, median and mode of teaching reading invitation letter ability after taught by problem posing learning method to the twelfth grade students of SMA Negeri 1 Sipirok.

No	Items	Score
1	Mean	79
2	Median	75
3	Mode	75

From the calculation, it is known that the mean of students' achievement in reading invitation letter ability after taught by problem posing learning method is categorized "good". From the calculation, the position of the mean score for this variable can be drawn in figure as follows:



**Figure 3.** The position of mean score of teaching reading invitation letter before taught by problem posing learning method to the twelfth grade students of SMA Negeri 1 Sipirok

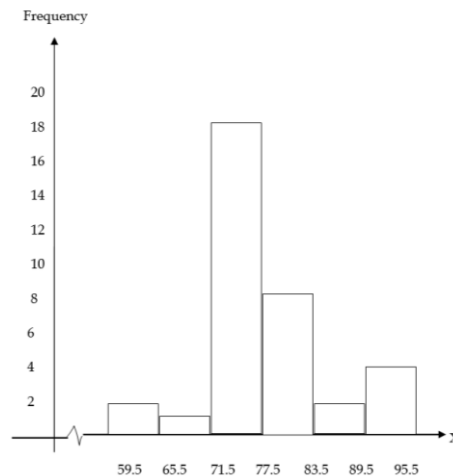
Furthermore, the frequency distribution of reading invitation letter score after taught by problem posing learning method can be presented below:

**Table 6.** The frequency distribution of teaching problem posing learning method to the twelfth grade students of SMA Negeri 1 Sipirok.

No	Interval	Frequency	Cumulative Frequency	Percentages (%)
1	60 – 65	2	2	5.71
2	66 – 71	1	3	2.86
3	72 – 77	15	18	42.86
4	78 – 83	6	24	17.14

No	Interval	Frequency	Cumulative Frequency	Percentages (%)
5	84 – 89	7	31	20
6	90 – 95	4	35	11.43
Total		35	-	100%

Based on the distribution above, the writer finds that most of students score is 72-77, there are 15 students or 42.86%. It is found the lowest score is 60 and the highest score is 95. It can be seen on figure 4 as follows:



**Figure 4.** The histogram of teaching reading invitation letter before taught by problem posing learning method to the twelfth grade students of SMA Negeri 1 Sipirok.

## Discussions

Based on the previous conclusions, it can be said that problem-posing learning method is different with other methods on students' achievement in reading explanation text. That is why the suitable method is important. It is expected that teacher should know the use of suitable method in learning process, especially in reading explanation text. In this case, it can be seen that the result of the students' achievement in reading explanation text taught by using problem-posing learning method is better than the result of the students' achievement in reading explanation text taught without using problem-posing learning method. So, for the next time, the teacher should be applied problem-posing learning method in teaching explanation text.

Teaching method will help teacher to deliver the lesson to the student. The suitable teaching method will make learning process run well so the student got information well. The teacher tries to find out the students' difficulties in learning process and motivate the student to get interest in reading explanation text so that their achievement in reading explanation text can improve.

The writer hopes this research will help and the teacher get interest to determine the suitable method in teaching explanation text because teaching method cannot separate from education or learning process. The suitable method will make the learning process successes.

## D. Conclusion

Based on the result of the research and data analysis, the scores of the students' achievement by using Problem-Posing Learning Method was higher than without using Problem-Posing Learning Method. The writer concluded that there is a significant effect of Problem-Posing Learning method on students' achievement in reading explanation text at the twelfth grade students of SMA Negeri 1 Sipirok in 2018/2019 academic year.

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## Development of LKPD Teaching Materials Based on Community Science Technology To Improve Students' High Level of Communication and Thinking Ability

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### Article History:

Received: July 15, 2021

Revised: August 12, 2021

Accepted: August 24, 2021

Online First: August 28, 2021

### Keywords:

Communication Skill,  
Higher Order Thinking,  
Ability,  
LKPD,  
STM-Based Learning,

### Kata Kunci:

LKPD,  
Pembelajaran Berbasis STM,  
Kemampuan Berkomunikasi,  
Kemampuan Berpikir Tingkat  
Tinggi.

### How to cite:

Risana, P., Jalmo, T., Pujiati, P., Yulianti, D., & Rochimayati, R. (2021). Development of LKPD Teaching Materials Based on Community Science Technology To Improve Students' High Level of Communication and Thinking Ability. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 643-649.

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**Abstract:** This development research aims to realize the development of STM-based LKPD, to find out the effect of developing STM-based LKPD which is theoretically feasible and suitable for use by educators in classroom learning. The research method used is development research (*Research and Development*) by using research steps according to Borg and Gall. The population in this study were fifth grade elementary school/MI educators in Rajabasa District, Bandar Lampung City, which amounted to eight educators. The sample used in this study was a saturated sample, namely eight educators. This study uses a qualitative descriptive analysis. Data collection techniques in this study were carried out in two ways, namely observation, and questionnaires (needs analysis questionnaire). The instruments in this study consisted of: 1) needs analysis instruments, 2) materials expert validation instruments, media experts and linguists, 3) user validation instruments (educators). The results of prototype product development were validated by material experts, media experts and linguists and validated by users, namely fifth grade educators at SD/MI Rajabasa District, Bandar Lampung City, totaling eight educators to support students' communication and high-level thinking skills in the learning process in the classroom.

**Abstrak:** Penelitian pengembangan ini bertujuan terwujudnya pengembangan LKPD berbasis STM, mengetahui pengaruh pengembangan LKPD berbasis STM yang layak secara teoritis dan layak digunakan oleh pendidik pada pembelajaran di kelas. Metode penelitian yang digunakan adalah penelitian pengembangan (*Research and Development*) dengan menggunakan langkah - langkah penelitian menurut Borg and Gall. Populasi dalam penelitian ini adalah pendidik kelas V SD/MI di Kecamatan Rajabasa Kota Bandar Lampung yang berjumlah delapan pendidik. Sampel yang digunakan dalam penelitian ini adalah sampel jenuh, yaitu delapan pendidik. Penelitian ini menggunakan analisis deskriptif kualitatif. Teknik pengumpulan data dalam penelitian ini dilakukan dengan dua cara, yaitu observasi, dan kuesioner (angket analisis kebutuhan). Instrumen dalam penelitian ini terdiri dari: 1) instrumen analisis kebutuhan, 2) instrumen validasi ahli materi, ahli media dan ahli bahasa, 3) instrumen validasi pengguna (pendidik). Hasil pengembangan produk prototipe divalidasi oleh ahli materi, ahli media dan ahli bahasa serta divalidasi oleh pengguna yaitu pendidik kelas V SD/MI Kecamatan Rajabasa Kota Bandar Lampung yang berjumlah delapan orang pendidik untuk mendukung kemampuan berkomunikasi dan berpikir tingkat tinggi peserta didik dalam proses pembelajaran di kelas.

## A. Introduction

Communication skills and higher order thinking skills (HOTS) are two key abilities to be able to compete in the 21st century and the industrial era 4.0. Therefore, currently the world of education, including in Indonesia, directs its goal to equip these two abilities to students. The birth of the 2013 curriculum which continues to be refined shows the seriousness of the Indonesian government to prepare a generation that is competitive at the national, regional and global levels (Kemal, et al, 2019).

The ability to communicate is a basic ability that must be possessed by a student. When in learning, students need communication skills to be able to assist and facilitate in expressing ideas, as well as exchanging information with teachers or fellow students. According to Resnick, as expressed by Heong (2011) high-level thinking is categorized as non-algorithmic, complex, meaningful, difficult, produces many solutions, full of assumptions, many criteria, and uncertain.

Learning activities are a process of communication. Communication in learning, the role of media or teaching materials is very important so that the message conveyed by the communicator can be received by the communicant effectively and efficiently (Priadi, 2020).

For this reason, media or teaching materials are needed that make it easier for teachers to convey the material (Gaol & Sitepu, 2020). Teaching materials as an important component in the learning process. Teaching materials need to be designed according to the needs and characteristics of students in each educational unit, so that teachers are required to be able to make media teaching materials and be able to choose teaching materials that suit the needs and abilities of students.

Developing teaching materials should be an ability as a teacher (Sahudra, et al, 2021). Teaching materials are a very important component as a means of interaction between teachers and students. The habit of using handbooks for thematic subjects causes teachers to have difficulty or are not accustomed to compiling their own materials and teaching materials. Meanwhile, in the reality of education in the field, it can be seen that many educators still use conventional teaching materials, namely teaching materials that are left to use, just buy, and without any effort to plan, prepare, and arrange them themselves (Prastowo, 2013).

One of the impacts of the lack of varied teaching materials is that student participation in the learning process is still minimal due to student listening and writing activities (Bahruddin & Febriani, 2020). Not all students want to listen to the teacher's explanation. Some students choose to talk alone with their friends. The efforts made by the teacher in the learning process at that time, the teacher must appoint students first and ask about the material being explained by the teacher. These efforts are made so that students pay more attention to the material presented by the teacher. One of the teaching materials that can be used for independent study is LKPD. The Student Activity Sheet (LKPD) is one of the learning resources that can be developed by educators as facilitators in learning activities.

Based on the results of the needs analysis questionnaire, 40% of teachers know about Community Science Technology, 40% of teachers have maximized their mastery of student material and overcome learning problems, but only 20% of teachers can cultivate higher-order thinking and communication skills in learning. All teachers have not implemented an STM-based learning approach and no teacher has developed an STM-based LKPD. LKPD developed by researchers is integrated with a learning approach that helps make it easier

for students to understand the material. The learning approach chosen in the development of the LKPD is Community Science Technology (STM).

The selection of the STM approach in the development of LKPD is based on the fact that STM can guide students to be able to think globally or comprehensively and intact, and can solve environmental problems related to the community and participate in solving problems according to their capacity. STM-based thematic LKPD is a learning aid that is structured with the aim of opening students' horizons to be open to technology and providing views on the interrelationships of problems related to STM elements.

Based on the description above, the research objectives are formulated as follows, namely the realization of the development of STM-based LKPD, knowing the effect of developing STM-based LKPD, and knowing the effectiveness of using STM-based LKPD to improve students' communication and high-level thinking skills.

## **B. Method**

The research method used is research and development using research steps according to Borg and Gall (1983) which consists of 1) research and information gathering, 2) planning, 3) initial product development, 4) initial trials, 5) product revisions, 6) field trials, 7) product revisions, 8) field trials, 9) final product revisions, and 10) dissemination and implementation. The implementation of this research only reached the fifth step, namely product revision. This was done due to limitations in terms of time and cost as well as the current COVID-19 pandemic conditions. Product validation expert tests consist of linguists, material experts, and media experts.

The initial information collection was carried out using observation techniques and questionnaires (needs analysis questionnaires) to educators to find out an overview of the problems that became obstacles in the learning process. This stage is also a process for conducting needs assessment (needs analysis), identifying problems (needs), and conducting task analysis (task analysis). In this stage a needs analysis is carried out to gather information that it is necessary to develop an STM-based LKPD.

## **C. Result and Discussion**

### **Results of Needs Analysis**

Based on the results of a preliminary study in Rajabasa District, researchers obtained several problems in learning, namely based on the results of a needs analysis questionnaire showing 40% of educators know about Community Science Technology, 40% of educators have maximized their mastery of students' material and overcome learning problems, but only 20% of educators who can cultivate higher order thinking and communication skills in learning. All educators have not implemented an STM-based learning approach and no educator has developed an STM-based LKPD.

Based on the results of observations and questionnaire analysis of the need for teaching materials, the authors conclude that it is necessary to develop teaching materials that are able to overcome the problems of students on the Theme of Objects Around Us Sub-theme of Single and Mixed Substances. Therefore, the authors develop teaching materials in the form of Student Worksheets (LKPD) based on STM on the Theme of Objects Around Us Sub-theme of Single and Mixed Substances.

## Product Planning and Design Results

Planning is a form of follow-up after conducting a needs analysis and identifying resources to meet needs. Steps in planning and designing products are carried out through several stages, namely: 1) preparation of the LKPD framework (outline); 2) preparation of LKPD needs map; 3) determine the title of the LKPD; 4) writing LKPD; and 5) develop LKPD assessment instruments.

Instructional analysis includes mapping of basic competencies and indicators in the developed sub-themes, as well as containing learning objectives which are descriptions of the indicators. Mapping of basic competencies and indicators is adjusted to those provided by the teacher's book and by developing indicators. Following up on the design that has been carried out in the product development plan stage, the following development steps are carried out; 1) pre-writing, namely the study of materials in the LKPD, carried out by collecting sources and references as well as pictures related to single and mixed objects; and 2) preparation of the draft LKPD which includes aspects of content, presentation and graphic aspects.

The collection of materials that match the material is done by selecting and sorting the material so that it fits the needs. Materials are obtained from relevant book sources and pictures or photographs that are in accordance with the material.

## Preparation of LKPD

Preparation of LKPD according to the draft which have been set. The components of the LKPD consist of: 1) cover page (cover); 2) author's page, 3) introduction, 4) table of contents, 5) general instructions for using LKPD, 6) core competencies, 7) mapping of basic competencies of KI 1 and 2, 8) mapping of basic competencies of KI 3 and 4, 9) steps -learning steps, and 10) bibliography.

The cover page(cover)consists of 1) the title LKPD is "Worksheet Students Complement Based Science Technology Society, 2) the theme of 9 Museums Around Us and the subthemes that Subtheme 1 Benda's Singles and Mixed, 3) class and semester, Classroom V semester 2, 4) the author's name is Pihraf Risana, 5) supporting pictures illustrating various types of single and mixed substances.

Instructions for using LKPD consist of instructions for teachers and instructions for students. Instructions for teachers contain directions that must be carried out by teachers in learning using this LKPD, while instructions for students contain directions for students so that students find it easier to use the LKPD.

Mapping of basic competencies and indicators contains basic competencies and indicators in the content of lessons that are integrated in each lesson. This LKPD is organized into one sub-theme and consists of 6 lessons so that in this LKPD there are 6 mapping of basic competencies and indicators, starting from the 1st lesson to the 6th lesson. Learning objectives that contain the objectives to be achieved or competencies that will be possessed by students after carrying out learning activities with LKPD. The specified learning objectives refer to the learning indicators, there are 6 learning objectives according to the number of learnings in one sub-theme.

## The Results of The Expert Test on Materials, Language and Media

The expert test is carried out so that the resulting product in the form of LKPD based on the STM approach on the Theme of Objects Around Us Sub-Theme of Single and Mixed

Objects is appropriate and can be used by students. Validation was carried out by three experts, namely Dr. Pramudiyanti, M.Si. as a material expert, Dr. Mulyanto Widodo, M.Pd. as a linguist and Hermi Yanzi, M.Pd as a media expert. Validation was carried out by means of a questionnaire, using a Likert scale, besides that there was a suggestion column containing suggestions for improvements to the developed LKPD.

In the material expert test, the validator guides and directs the preparation of the LKPD in terms of material and the use of the STM approach. The material expert test on the LKPD is carried out once. In the material expert test, the score given by the validator is 84.90. The suggestions that the validator gives are as follows, the questions made must refer to higher-order thinking, use components that refer to STM. Based on the suggestions given by the material experts above, the researchers made improvements to the LKPD that was developed. The improvements made were 1) correcting the form of questions that refer to improving communication skills and higher-order thinking, 2) integrating the components of the STM approach and 3) checking basic competencies, indicators, materials and evaluations so that they are synchronized.

In the media expert test, the validator guides and directs about 1) writing, 2) pictures, and 3) graphics (layout). In the expert design test, the score that the validator gave to the LKPD was 84.58. The validator provides suggestions, namely the type of font that can be used at most is three types, the font size on the front cover must be large so that it is clearly legible, use contrasting colors on the cover to make it more attractive, use the original image on the cover.

In the linguistics test, the validator guides and directs about 1) the continuity of language use, 2) the suitability of language use with the level of development of students, and 3) the use of communicative language. In the linguistics test, the score that the validator gave to the LKPD was 83.33. The validator provides suggestions, namely the writing of letters and words/terms used in the LKPD.

## Discussion

### Development of LKPD Based on STM

Development of STM-based LKPD on the theme of objects around us sub-themes of single and mixed substances. The learning model used is STM which links the experience of students with new information or lessons learned at school.

The application of the STM approach to single and mixed objects is modified from (Poedjiadi, 2010) which consists of several steps, namely:

#### 1. Exploration Stage

The exploration stage on single and mixed materials first discusses identifying examples of single and mixed substances in the surrounding environment correctly, correctly identifying the constituent substances of an object, mentioning and communicating advertising content, advertising meaning, meaning of foreign words in advertisements, observe the map of Indonesia and write down the names of the areas visited correctly, observe the map of the province of Lampung and identify the geographic location of the Lampung area, write down examples of behavior that reflect unity and integrity and examples of behavior that reflect unity and integrity.

## 2. Concept Forming Process

In the process of concept development, students discuss in groups and communicate the results of the discussion. Previously the teacher had assigned each group to bring single and mixed objects and some examples of advertisements.

## 3. Concept Application Stage

Analyze issues or problems that have been raised at the beginning of learning based on concepts that have been understood previously. These stages include:

### a) Application of Science

Application of science in this study discusses identifying single and mixed objects found in the surrounding environment, identifying the properties of mixtures and their constituent components.

### b) Technology Applications Technological

applications include filtering cloudy water using used bottles, identifying the properties of mixtures in objects.

### c) Environmental Applications Environmental

applications of the sub-themes of single and mixed objects in daily life include filtering cloudy water so that it can be reused. In order to filter water, simple tools and filters are used.

## 4. Concept Consolidation Stage

If during the concept formation process at this stage there are no misconceptions that occur in students, as well as after the end of the issue analysis and problem solving, educators still have to strengthen the concept. Concept stabilization is carried out by emphasizing key concepts that are important to know in certain study materials.

## 5. Assessment Stage Assessment

can be given in the form of a written test or an oral question. This stage ends a series of learning activities using the STM approach to reveal students' communication and higher-order thinking skills.

## D. Conclusion

Based on the analysis of the results of research on the development of STM-based LKPD on the theme of Objects Around Us, the sub-themes of Single and Mixed Objects in class V SD/MI can be concluded as follows:

1. The process of developing LKPD based on Community Science Technology (STM) uses the Research and Development Borg model. and Gall through five development steps, namely: 1) research and information gathering, 2) planning, 3) initial product development, 4) preliminary testing, 5) major product revision.
2. STM-based LKPD get results that are suitable for use. The LKPD product feasibility test was tested by three validation experts consisting of, 84.58 media experts in the appropriate category, 84.90 material experts in the appropriate category, 83.33 linguists in the appropriate category. Based on the results of the questionnaire validation test of media experts, materials experts and linguists as well as expert practitioner responses, it was concluded that the STM-based research development worksheet for improving communication skills and higher-order thinking is theoretically feasible and suitable for

use by users so that it can be applied to classroom learning.

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## Development of SAVI-Based LKPD to Improve Critical Thinking of V Grade Students of SDIT Wahdatul Ummah

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### Article History:

Received: July 15, 2021

Revised: August 12, 2021

Accepted: August 24, 2021

Online First: August 28, 2021

### Keywords:

Critical Thinking,  
SAVI,  
Worksheets.

### Kata Kunci:

Berpikir Kritis,  
Lembar Kerja,  
SAVI.

### How to cite:

Febriyanti, R., Ambarita, A., & Rochimayati, R. (2021). Development of SAVI-Based LKPD to Improve Critical Thinking of V Grade Students of SDIT Wahdatul Ummah. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 650-662.

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**Abstract:** Purpose of this research and development is to describe the validity and effectiveness of developing student worksheets based on the SAVI learning model in improving students' critical thinking skills. This type of research is research and development that refers to the theory of Borg and Gall. The population of this study was the fifth grade elementary school students in East Metro District and the sample was determined by purposive sampling as many as 40 students divided into experimental and control classes. Data was collected through observation sheets, questionnaires, and test questions. The data analysis technique used is the n-Gain test to determine its effectiveness. The results of the validation of the SAVI-based student worksheets were carried out by material, media and language experts. The results showed that the SAVI-based student worksheet development product was valid and effective for use in the fifth grade student learning process. This was evidenced by the improvement in students' critical thinking after using the SAVI-based student worksheet.

**Abstrak:** Tujuan dari penelitian dan pengembangan ini adalah untuk mendeskripsikan kevalidan dan efektivitas pengembangan lembar kerja peserta didik berbasis model pembelajaran SAVI dalam meningkatkan keterampilan berpikir kritis peserta didik. Jenis penelitian ini adalah penelitian dan pengembangan yang mengacu pada teori Borg and Gall. Populasi penelitian ini adalah siswa kelas V Sekolah Dasar di Kecamatan Metro Timur dan sampel ditentukan secara purposive sampling sebanyak 40 peserta didik terbagi pada kelas eksperimen dan kontrol. Pengumpulan data dilakukan melalui lembar observasi, angket, dan soal tes. Teknik analisis data yang digunakan adalah uji n-Gain untuk mengetahui efektivitasnya. Hasil validasi lembar kerja siswa berbasis SAVI dilakukan oleh ahli materi, media, dan bahasa. Hasil penelitian menunjukkan bahwa produk pengembangan lembar kerja siswa berbasis SAVI yang dihasilkan valid dan efektif untuk digunakan dalam proses pembelajaran siswa kelas V. Hal ini dibuktikan dengan peningkatan berpikir kritis peserta didik setelah menggunakan lembar kerja peserta didik berbasis SAVI.

## A. Introduction

Facing the era of the industrial revolution 4.0, the world of education is required to be able to adapt to the times without losing the values of the nation's personality and culture. Education has an important role in the formation and development of the quality of human resources in the face of the times. Education is one of the benchmarks for the level of progress of a nation. In addition, education is also an important element in improving the dignity and quality of human life. Education is a process of inculcating culture, norms and moral values in society to an individual or group that includes knowledge, behavior, and socio-culture. This cultivation process runs gradually and continuously as long as humans live. Education aims so that later people who receive education can adapt to the community environment and benefit the people around them. Education in Indonesia needs to prepare for this 4.0 revolution by making some changes in implementing the learning model in schools. 21st century learning must be able to boost people's welfare and be able to create the next generation of the nation that is intelligent, tough, characterized, and able to compete and answer the challenges of the era of globalization. First, the fundamental thing is to change the nature and mindset of students, secondly to be able to hone and develop children's talents and thirdly educational institutions must be able to change learning models according to the needs of the times. Education in Indonesia is no longer just talking about classic problems, namely equity and fulfillment of access, facilities and infrastructure, but also talking about the quality of graduates who are able to compete with the demands of development.

Learning in the 21st century requires students to be actively involved in the learning process so that students get experience that can train and develop their thinking skills. Education must create human resources that are critical and adaptive to changes and progress that occur and are able to overcome problems that occur along with developments. Students are trained to face various problems by involving insight, creativity, mindset in solving problems, as well as communication and cooperation between students. The various problems that arise require students to further maximize their competence and thinking power to face the challenges of the 21st century and compete in the global era. The abilities that must be possessed by students in the 21st century are collaboration (the ability to work well together), communication (skills), creativity (creativity), and critical thinking (critical thinking). The results of research conducted by Iskandar (2016), stated that: "This research was motivated by the lack of critical thinking skills of fourth grade students. On this base, it is necessary to make good improvements by applying the SAVI (Somatic, Auditory, Visualization, Intellectual) model, with the aim of knowing the improvement of students' critical thinking skills. From these results it can be concluded that applying the SAVI learning model with social problems in the local environment can improve students' critical thinking skills."

Critical thinking is related to the assumption that thinking is a potential that exists in humans that needs to be developed for optimal abilities. The results of the research by Adistyningrum (2020), stated that: "The result of the research reveals that the SAVI approach with macroflash is considered effective in increasing the critical thinking ability of the 2nd grade students of SMA Negeri 1 Depok Sleman in excretion system subject."

Fitriyani, et al (2020) found that students' critical thinking skills were still in the poor category. This is partly due to the lack of classroom learning that trains students to think critically. Ability Critical thinking (critical thinking) is needed in social life, so this needs to be embedded in learning. What happens at school, the teacher only emphasizes the material,

so that the ability students think in Indonesia is still relatively low. This can be seen from the results of the Program for International Student Assessment 2018(PISA) study which was released on Tuesday, December 3, 2019, data showed that Indonesia's reading index was 371, mathematics was 379, and science performance was 396.

Based on the results of the study, Indonesia's performance appears to be declining, in 2018, when compared with 2015 PISA results. This 2018 study assessed 600,000 15-year-olds from 79 countries conducted every three years. The study compared the math, reading, and science performance of each child. As for the reading ability category, Indonesia is ranked 6th from below, aka 74th. Indonesia's average score is 371, under Panama which has an average score of 377. While the first place is occupied by China with an average score of 555. Singapore is in second place with an average score of 549 and Macau, China is in third place with an average score of 525. While Finland, which is often used as a model for the education system, is in 7th place with an average score of 520.

In the mathematics category, Indonesia is in ranked 7th from the bottom with an average score of 379. Indonesia is above Saudi Arabia which has an average score of 373. Then for first place, China is still occupied with an average score of 591. Then for the category of science performance, Indonesia is in ranked 9th from the bottom, with an average score of 396. It is above Saudi Arabia which has an average score of 386. China is in first place with an average score of 590. Indonesia's participation in the International Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA) studies since 1999 also shows that the achievements of Indonesian children are not encouraging in several reports issued by TIMSS and PISA. This is because, among other things, the number of test materials asked in TIMSS and PISA are not included in the Indonesian curriculum and the low quality of reading proficiency Pratiwi (2019) states that Indonesian mathematics learning is still not appropriate. The PISA standard uses the HOTS education system while Indonesia still uses LOTS so that it is not connected, which also triggers Indonesia's low PISA results.

PISA emphasizes the 21st century skills that enable inclusion in the education system. In the OECD issue of "The Future of Education and Skills: An OECD 2030 Framework" that as many as 21 countries do not have a curriculum that focuses on future planning needed. In fact, one of the things needed by the 21st century is critical thinking (OECD, 2018). Critical thinking skills are needed in finding alternative problem solving solutions, and critical thinking is a basic ability that is a determining factor in problem solving (Thompson, 2011). On the other hand, the process of solving a problem can also train students' critical thinking skills. This statement also encourages researchers to know critical thinking skills. So that the results of the TIMSS and PISA assessments obtained can be an illustration of the low critical thinking ability in the learning process. Learning is still at the achievement of learning objectives at the level of understanding and applying. So that the learning process is not able to develop the skills possessed by students. Learning is said to be successful and of high quality if most of the students are actively involved, physically, mentally and socially in the learning process. Learning takes place as a two-way process between teachers and students in teaching and learning activities. Based on the above, the teacher's efforts in developing student learning activities are very important, because student learning activities are the determinants of the success of the learning carried out.

The results of preliminary research conducted on 04-05 August 2020 at SD/MI Gugus Kartini, East Metro District which consisted of SDN 4 Metro Timur, SDN 5 Metro Timur, and SDIT Wahdatul Ummah Metro Timur showed that 6 out of 7 educators did not

apply learning that can improve ability critical thinking. Then it was found that 5 out of 7 educators did not have other learning resources such as LKPD in the learning process, and 7 educators did not know about SAVI-based LKPD. In addition, the results of the questionnaire analysis of student needs regarding the learning process obtained data that as many as 52% did not have other learning resources other than theme books, then as many as 57% of students stated that they were not required to think critically. Then 63% of educators do not provide LKPD during teaching and learning activities and 75% of students do not have other learning resources such as LKPD in the learning process. Therefore, in the implementation of teaching and learning activities, it is increasingly demanding to develop LKPD based on the SAVI approach.

Based on the explanation above and the results of the needs analysis questionnaire, it is necessary to have a learning process that can involve students more critically through somatic, audio, visual, and intellectual learning resources, which aims to create meaningful learning for students. For this reason, it is necessary to develop LKPD based on the SAVI learning model for fifth grade at SDIT Wahdatul Ummah Metro Timur.

## B. Method

Research and development (*R&D*) is the method used in this research. The development procedure is based on the Borg & Gall model (1989) through several stages including: 1) initial information collection, 2) planning, 3) initial product form development, 4) initial trial, 5) initial product revision, 6) field test for the main product, and 7) revision of the main product. The implementation of preliminary studies and trials of LKPD tools was carried out at SDIT Wahdatul Ummah, while the process of developing learning tools was carried out on the campus of the University of Lampung. The research subjects were LKPD based on the SAVI learning model, while the product trial subjects were fifth grade elementary school students. The population in this study were fifth grade elementary school students in North Raman District.

In this study, the sampling technique used is the *purpose sampling technique*. The research sample was the fifth grade students of SDIT Wahdatul Ummah totaling 40 students consisting of the experimental and control classes. Data collection techniques in this development research are using non-test techniques and test techniques. The effectiveness of the use of LKPD is seen from the learning outcomes of students as well as to measure students' critical thinking skills. The data is in the form of quantitative data obtained through *pre-test* and *post-test*.

## C. Result and Discussion

### Result

#### 1. Results of developing student worksheet based on the SAVI learning model for class V students at SDIT Wahdatul Ummah

Results of developing student worksheets based on the SAVI learning model for Class V. The following results were obtained.

##### 1) Research and Information Collection

Information is collected through observation and interviews Based on the results of the questionnaire analysis of the needs of students and teachers as well as the results of

observations obtained data 1) Educators do not apply learning where students are able to solve problems with abilities critical thinking. 2) Students are not required to think critically in the learning process. 3) Educators have difficulty in developing LKPD. 4) There is no SAVI-based LKPD.

## 2) Planning

Planning is done by analyzing the results of information collection. The product to be developed is a learning device consisting of a syllabus, lesson plans, worksheets and assessment instruments. Furthermore, the authors systematically compile the basic competencies, indicators, and learning objectives developed in this study. The chosen theme and sub-theme is the theme 'Our Friends Environment' in class V.

## 3) Product development

Activity is carried out part by part in accordance with the LKPD framework that has been prepared. The preparation of *draft* this consists of 1) *cover*, preface, table of contents, mapping of core & basic competencies, and indicators, learning objectives, instructions for using student worksheets based on the SAVI learning model, concept maps, and compiling the contents of student worksheets in accordance with SAVI learning steps.

## 4) Initial Field Testing

This product trial stage is the stage of testing the designed student worksheets. The evaluation was designed through expert validation and student responses through small class trials. At this stage, testing is carried out on the resulting product in the form of validation by experts, practitioners, and students before being used in the implementation stage. In the validation test, the data collection technique used is also in the form of a questionnaire to see the characteristics which include construction, content suitability, and readability of the developed product. From the results of the validity sheet filled in by education experts, it can be seen in the following assessment:

### a) Material expert test validation results

**Table 1.** Material expert validation assessment score

No	Aspect of assessment	Total score	Score maximum
1	Quality content	17	24
2	Presentation materials	17	20
Total score		34	48
Value		70,83	
Category		Pretty good	

Source: Expert assesment material

Based on the results of the assessment above, a score of 70.83 was obtained in the "Good enough" category. Some suggestions are given, among others, the formulation of indicators developed must refer to critical thinking indicators. The material presented must cover SAVI aspects, namely somatic, audio, visual, and intellectual.

### b) Linguist Test Validation Results

Validation assessment carried out by linguists includes the following aspects.

**Table 2.** Linguistics expert validation assessment score

No	Aspect of assessment	Total score	Score maximum
1	Language suitability with the level of development of students	11	12
2	Language use meets the requirements for coherence and coherence in the flow of thinking	7	8
3	Use of communicative language	8	8
Total score		26	28
Value		92,82	
Category		Very good	

Source: Linguist assessment

Based on the results of the assessment above, a score of 92.82 was obtained. With the category "Very Good". Some of the suggestions given by linguists have been used to revise the product. The results of product revisions include giving an introduction in starting an activity, paying attention to the use of EYD in a sentence, and using appropriate illustrations in the reading text according to the characteristics of students.

### c) Media Expert Test Validation Results

Assessment carried out by media experts, can be seen in the following aspects.

**Table 3.** Assessment score of media expert validation

No	Aspect of assessment	Total score	Score maximum
1	Attractiveness of LKPD	10	12
2	Presentation of LKPD	8	8
3	Organization in LKPD	10	12
4	Cultivating critical thinking skills	2	4
Total score		30	36
Value		80,33	
Category		Good	

Source: Media expert assessment

Based on the results of the above assessment, the score obtained is 80.33 with the "Good" category. Researchers revise the product based on suggestions given by media experts, including: adjusting the size of images and writing to make it look proportional to

the paper used, fixing the location of images and text boxes to make them look symmetrical, and pay attention to the color of the image on the instruction sheet used so that students can easily distinguish each instruction given.

#### d) The results of the validation of the practitioner test

The validation assessment carried out by the fifth grade educator of SDIT Wahdatul Ummah is as follows.

**Table 4.** Assessment score validation of class V elementary school teachers

No	Aspect of assessment	Total score	Score Maximum
1	Language suitability with the level of development of students	12	12
2	Language use meets the requirements for coherence and integration of the flow of thinking	7	8
3	Use of communicative language	8	8
4	Attractiveness of LKPD	11	12
5	Presentation of LKPD	7	8
6	Organization in LKPD	10	12
7	Cultivating critical thinking skills	3	4
Total score		58	64
Value		90,62	
Category		Very good	

Source: Assessment of grade V elementary educators

Based on the results of the above assessment, obtained a score of 90.62 with “Very Good” category. Thus, this LKPD deserves to be continued because it has fulfilled the aspects of making LKPD.

#### e) Small group Trial

Results of small group trials to see the improvement of critical thinking skills and student learning outcomes. Based on the results of observations, it can be seen that of the 20 students in the small group there are 3 students (15%) in the very good category, 11 students (55%) in the good category, 6 students (30%) in the fairly good category, and there are no students in the low category. Students are said to think critically if there are aspects that show indicators of critical thinking abilities. During the learning process, students are able to provide simple explanations, are able to build basic skills, and are able to conclude. Based on the description above, it can be concluded that the SAVI-based LKPD can improve students' critical thinking skills in small group trials.

In addition, based on the learning outcomes of small group students, it is known that there is an increase in the results of the *pretest* with the results *posttest* before and after using the SAVI-based LKPD. The average *N-Gain* in the small group trial was 0.40 (medium category). The average score *pretest* was 67.43 and increased to 80.43 at the average *posttest*. Thus, it is concluded that there is an increase in student learning outcomes after participating in learning using SAVI-based LKPD in small group trials.

## 5) Revision of Initial Product

The results of the revision of the LKPD are based on suggestions given by media experts, among others 1) adjust the size of the images and writings so that they look proportional to the paper used. 2) Fix the layout of images and text boxes to make them look symmetrical. 3) Pay attention to the color of the image on the instruction sheet used so that students can easily distinguish each instruction given. Subsequent revisions were made based on suggestions for improvement provided by linguists. The results of the revision of the LKPD are based on the suggestions given by linguists, namely: 1) give an introduction in starting an activity. 2) Notice the use of EYD in a sentence. 3) Use the right illustrations in the reading text according to the characteristics of the students.

After the revision stage was carried out and all validators of material experts, media experts, linguists, and SDIT Wahdatul Ummah educators stated that the SAVI-based LKPD development product was feasible to use. The next step is product testing in the field.

## 6) Main field trial

### a) Observation results of critical thinking ability

Assessment of critical thinking skills is obtained based on the results of student observations during learning activities using SAVI-based LKPD in class VB SDIT Wahdatul Ummah Metro Timur. The recapitulation of students' critical thinking skills in large groups is as follows.

**Table 5.** Recapitulation of thinking ability observation results critical students large group

Score	Category	Frequency	Percentage (%)
81-100	Very Good	4	20,00
61-80	Good	12	60,00
41-60	Enough	4	20,00
21-40	Low	0	0
0-20	Very Low	0	0
Total		20	100

Source: Calculation results

Based on the table above, it can be described that the critical thinking skills of 20 students in a large group are 4 students (20.00%) in the very good category, 12 students (60.00%) with good category, 4 students (20.00%) with good enough category, and no students with low category. These data indicate that students' critical thinking skills are

good during the learning process using SAVI-based worksheets. The following is a recapitulation table of the average indicators of students' critical thinking skills.

**Table 6.** Summary of average indicators ability of critical thinking of students

Learning	Critical Thinking Skills Indicator		
	1	2	3
1	75,55	69,55	70,80
2	77,00	72,85	71,45
3	80,40	73,50	75,35
4	81,55	77,20	80,85
5	82,00	80,00	83,57
6	83,00	82,71	85,43
Total	479,50	455,81	467,45
Average	79,92	75,97	77,91
Category	Good	Good	Good

Source: Calculation results

#### b) Learning outcomes student learning

Outcomes are obtained from the scores *pretest* conducted before the learning activities and from the scores *posttest* conducted at the end of the lesson. This is intended to see the effectiveness of SAVI-based LKPD, whether there is an increase in student learning outcomes before and after learning is carried out using SAVI-based LKPD. The following is the data of large group learning outcomes.

**Table 7.** Summary of results large group learning

Classroom	Average score		N-Gain	Category
	Pretest	Posttest		
VB	57,76	74,88	0,53	Medium

Source: Calculations pretest and posttest large group

Data recapitulation Based on the study of students large group, known that there is an increase in yield. The average learning outcomes *pretest* of students in class VB was 57.76 and results *posttest* increased to 74.88. The average N-Gain is 0.53 (medium category). The table above shows an increase in learning outcomes which also shows the results of students' critical thinking skills after learning using SAVI-based worksheets theme 8 sub-theme 3.

## 2. Effectiveness of Student Worksheets Based on SAVI Learning Model

Results *N-Gain pretest-posttest* after being calculated and presented in the following table

**Table 8.** Results of N-Gain

Aspect	Pretest	Posttest	N-Gain
Average	57,76	74,88	0,53

Source: Calculation results N-Gain

Based on the table above, it is known that the average *N-Gain* results show the results of 0.53 which means that *the N-Gain* normalized is in the "Medium" classification, then the level of effectiveness is effective. Thus, it can be seen that the SAVI-based LKPD effective in growing students' critical thinking skills. Furthermore, to be able to see the improvement of students' critical thinking skills, researchers will explain more clearly the analysis of student learning outcomes on each critical thinking dimension used in research. The results of the analysis can be seen in the following table.

**Table 9.** Results of analysis of critical thinking critical thinking

Critical Thinking Indicator	Number of Questions	Average	
		Pretest (Category)	Posttest (Category)
Provides simple explanations	1, 2, 6, 7, 11, 12, 18, 19	55,62 Enough	80,52 Good
Building basic skills	3, 4, 8, 9, 13, 14, 16, 17, 20, 21, 23, 24	39,55 Low	70,05 Good
Summing	5, 10, 15, 22, 25	40,82 Low	74,52 Good

Source: Results of critical thinking indicator analysis

Based on the table above, it can be seen that the ability of students in each critical thinking indicator has increased. The increase is the average value for the ability to provide simple explanation indicators from 55.62 (enough category) to 80.52 (good category); the average value for the indicator of building basic skills from 39.55 (low category) increased to 70.05 (good category); the average value for the indicator concluded from 40.82 (low category) increased to 74.52 (good category). Based on these data, it is known that there is an increase in the critical thinking ability of class V students.

## Discussion

### 1. Feasibility of SAVI

The feasibility of SAVI-based LKPD in thematic learning in class V theme 8 The Environment of Our Friends with the subtheme 3 Environmental Preservation Efforts, can be described as follows. The development of SAVI-based LKPD adapts the six steps of R&D by Borg and Gall, the first stage is collecting initial information, after researchers know the problems that occur, researchers plan to develop LKPD that will be used by students so that they can improve critical thinking skills seen from learning outcomes learners. Next, the researcher compiled the initial product development of the LKPD, in this step the researcher outlined the pattern of development that would be carried out in the SAVI-based LKPD. The next stage is the initial trial. At this stage the researchers conducted validation tests and

small group trials. The validation test was carried out by three validators, namely material experts, language experts, media experts, and fifth grade educators with the aim of validating the developed product whether it was in accordance with the development requirements so that it was feasible to be tested.

After conducting a validation test by experts, the researcher revised the product on the suggestions and comments from the validators. Next is the small group trial phase involving 10 students. Based on the results of small group trials, there is an increase in student learning outcomes before and after using the SAVI-based LKPD, the average score on the pretest is 56.40, increasing to 72.80 on the average posttest score. Then the researchers made revisions to improve the product.

Next is the field trial phase (large group), student learning activities contained in the LKPD using the syntax design, design, and material in the student worksheet (LKPD) and learning implementation materials using SAVI theory. According to Rahayu, et al (2019) there are four stages that can be done in LKPD, namely preparation, delivery, training, and delivery of results. The learning steps begin with the preparation of students, namely by doing a stimulus through observing, reading, and asking questions. Then, the delivery of material with assignment and experimental activities. This process trains students to be able to conceptualize their own understanding. After getting a learning experience, students are able to display results through demonstration activities based on the information and facts obtained.

The sixth meeting in the field trial, the researchers tested the effectiveness of LKPD in improving critical thinking skills. Data acquisition of student learning outcomes showed an increase in the results of the pretest and posttest. So it can be concluded that the product developed is effective in thematic learning and improves students' critical thinking skills.

The SAVI-based LKPD product that has been developed has fulfilled the concept of learning and learning. The development of the SAVI-based LKPD is designed so that students can observe, experience for themselves, and obtain information available in the LKPD in the form of text, images, illustrations, or activity steps, thus encouraging students to construct knowledge with their own experience. This is in accordance with the opinion of Yildirim (2011) which states that "worksheets are known to help students gain scientific process skills such as setting up experimental mechanisms, recording data, interpreting the data, and so on so that they can conceptualize the concepts in their minds". LKPD is part of a teaching resource that can encourage students to generate their own thoughts, ask questions, make connections, and evaluate results, so that students' independence can increase. In addition, Susantini (2016) states that the use of LKPD in the learning process helps students to understand the material by themselves.

LKPD also provides a great opportunity for students to show their abilities and develop thinking processes through discovery, observation and logical thinking. In line with the opinion of Noone and Hogan (2016) states that "Critical thinking is considered a metacognitive process involving skills such as analysis, evaluation and inference that, when used appropriately, increase the chances of producing a logical conclusion to an argument or solution to a problem." Critical thinking is a metacognitive process that involves the skills of analysis, evaluation, and inference, can improve logical conclusions in problem solving.

## **2. Effectiveness of SAVI-Based LKPD Effectiveness**

The effectiveness test was conducted to determine the effectiveness of SAVI-based LKPD in the learning process that has been carried out and student learning outcomes that

refer to critical thinking skills. The effectiveness test was conducted on 20 students of class VB SDIT Wahdatul Ummah Metro Timur. The LKPD that was tested included the theme material 8 The Environment of Our Friends, sub-theme 3 Environmental Preservation Efforts that had been previously designed. The results of the observation of critical thinking skills in the large group there are 4 students (20.00%) in the very good category, 12 students (60.00%) in the good category, 4 students (20.00%) in the fairly good category, and there are no students in the low category.

Based on the effectiveness test using N-Gain, the students' critical thinking learning outcomes after using the SAVI-based LKPD were higher than before using the LKPD. The results of the recapitulation of the average N-Gain in the field trial obtained an average N-Gain of 0.53 which means that the normalized Gain is in the "Medium" classification, then the level of effectiveness is effective. SAVI-based LKPD can be said to be effective for improving students' critical thinking skills if student learning outcomes after using SAVI-based LKPD are higher than before using SAVI-based LKPD. The results of the analysis show the average rank and total score difference between the pretest and posttest scores.

#### D. Conclusion

Based on the analysis of research and development data with the title "Development of Somatic, Audio, Visual, and Intellectual LKPD to Improve Critical Thinking Skills for Class V Elementary School Students" it can be concluded that the SAVI-based LKPD product developed is feasible to use, this is evidenced by the validation results. the linguist got a score of 92.82 and the "Very Good" category, the validation of the media expert got a score of 80.33 and the "Good" category, and the validation of the VB class teacher with a value of 90.62 and the category "Very Good".

Based on the suggestions and validation results, the SAVI-based LKPD is declared valid and feasible to be used as teaching material in class V. SAVI-based LKPD is effectively used in the learning process for VB class students of SDIT Wahdatul Ummah Metro Timur to improve critical thinking skills. This is evidenced by the learning outcomes of students on the pretest and posttest scores obtaining a Gain of 0.53 in the "Medium" category.

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## Assessment Online Learning at Elementary School

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### Article History:

Received: July 17, 2021

Revised: August 12, 2021

Accepted: August 24, 2021

Online First: August 28, 2021

### Keywords:

Assessment,  
Leraning,  
Online.

### Kata Kunci:

Penilaian,  
Pembelajaran,  
Online.

### How to cite:

Zaitun, Z., Rochmiyati, R., & Pargito, P. (2021). Assessment Online Learning at Elementary School. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 663-667.

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**Abstract:** This study aims to determine the assessment model for online-based elementary school teachers during the Covid-19 pandemic. This research was carried out at SDN 2, Palas District, South Lampung Regency. The research method used in this study is a qualitative research method with a descriptive study approach. The data collection techniques used are through questionnaires and interviews. The results showed that the online assessment in elementary schools during the Covid-19 pandemic was carried out through: assignments, daily exercises (oral tests), written tests and portfolios. From the various types of assessments carried out, it turns out that there are several obstacles, from the results of interviews that have been conducted, the obstacles experienced in online assessments are skills and attitude assessments to overcome the obstacles regarding online assessment, it still needs to be developed again, namely self-assessment and parental assessment to help solve problems regarding attitude and skill assessment.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui model penilaian pada guru sekolah dasar berbasis daring pada masa pandemi Covid - 19. Penelitian ini dilaksanakan di SDN 2 Bangunan, Kecamatan Palas, Kabupaten Lampung Selatan. Adapun metode penelitian yang digunakan dalam penelitian ini ialah metode penelitian kualitatif dengan pendekatan studi deskriptif. Adapun teknik pengumpulan data yang digunakan ialah melalui angket dan wawancara. Hasil penelitian menunjukkan bahwa penilaian daring di sekolah dasar pada masa pandemic Covid -19 ini dilakukan melalui: tugas, latihan harian (tes lisan), tes tulis dan portofolio. Dari berbagai jenis penilaian yang dilakukan ternyata terdapat beberapa kendala, dari hasil wawancara yang telah dilakukan, kendala yang dialami dalam penilaian daring yaitu penilaian keterampilan dan sikap. Untuk mengatasi kendala tentang penilaian daring masih perlu dikembangkan lagi penilaian diri sendiri dan penilaian orang tua untuk membantu memecahkan masalah tentang penilaian sikap dan keterampilan.

## A. Introduction

Corona virus has brought many changes in all aspects of life, both identification of ways of working, interaction, and lifestyle. This has created a new context regarding the social, cultural and educational arrangements that exist in the world that are experiencing the impact of the COVID-19 virus, including in Indonesia (Sahudra et al, 2021). Weaknesses and advantages are seen, both in the global context and in the domestic context, new challenges have emerged that must be faced by society as a whole, especially in the field of education (Manta, 2021). Digital technology is a key component in collective efforts to tackle the challenges of the COVID-19 virus and support new ways of life and activities in this extraordinary period (Mihaela, 2021).

With the emergence of the covid 19 virus, it has become an obstacle for all people in the world and this is also a threat to human health. In the world of education, this is also very impactful. The impact of Covid 19 on the world of education is very large and is felt by various parties, especially for educators, students and also parents. Due to the high level of the pandemic, universities and colleges around the world have been closed down to the elementary school level for an undetermined time (Sari, 2021).

By closing schools or direct learning, the government takes steps so that the learning process is not left behind and students continue to receive the right to education, therefore the next government decision is that the learning process is carried out by Distance Learning (PJJ) or online. Distance learning is implemented not only for the higher education level but also for the basic education level (Samosir, 2020). Online learning is a learning method that uses technology and internet networks starting from the use of Whatsapp, Google Classroom, Zoom or other applications (Kristina, 2020). Some things that can be done during online learning are communicating with each other and discussing online (Anugraha, 2020). Teachers must ensure that learning activities must continue even though students are at home, thus a teacher must design media, models and learning instruments as innovations by utilizing online media (in the network) online (Rohana, 2020).

Online learning is basically a form of transformation of human thinking in communicating and collaborating (Garisson in Cahyaningtyas, 2020). Learning with this model can be done in 3 ways, namely by self-paced independent study, asynchronous interactive, and synchronous interactive (Katto et al in Cahyaningtyas, 2020). In a self-paced independent study, the teacher has prepared material for a certain period of time, including material and evaluation that has been accompanied by an answer key and assessment guidelines. This makes students more independent in determining their own study schedule, but there is no direct interaction between students and teachers. Meanwhile, in asynchronous interactive, students and teachers interact but not directly and not at the same time. Teachers can use email or chat services to share materials or evaluation questions that students can work on within a certain time, and can also ask questions with replies according to the free time students and teachers have. It is different from synchronous interactive, where students and teachers conduct questions and answers and discuss material and evaluation questions at the same time (Cahyaningtyas, 2020).

Online learning requires educators to use various appropriate and supportive assessment or assessment models to be applied (Mayasari & Kemal, 2020). Several assessment models that can be applied in the distance learning process include online-based assessment, portfolio assessment, and self-assessment (Martin, 2020). As for the assessment or evaluation instrument, it still refers to curriculum 13, so the implementation of the evaluation for these four aspects must be carried out, but the implementation of course

undergoes modifications, or changes to adapt to the needs, situations and conditions of current online learning (Lubis, 2020).

Based on previous research that has researched and studied a lot of assessment instruments such as "online-based PAI learning evaluation models in MTs. Usman Syarif Medan during the covid-19 pandemic," development of an assessment instrument for PAI lessons (Lubis, 2020). "Training on the preparation of HOTS-based questions and their application in online learning in elementary schools." (Cahyaningtiyas, 2020). "Obstacles, solutions and hopes: online learning during the COVID-19 pandemic by primary school teachers." (Anugrahana, 2020). "Online learning model after the covid-19 pandemic." (Rohana, 2020). From several studies that develop online-based assessment instruments, there are still many carried out at the secondary school level and for elementary schools, there is still not much done. Because online learning during this pandemic is an option that must be implemented throughout the country, and of course the assessment instrument for elementary schools has also changed, research on online learning assessment in elementary schools is very necessary and this research is very good to help educators in primary schools.

## B. Method

Method used in this research is a qualitative research method with a descriptive study approach. With the aim of knowing online-based assessments of elementary school teachers during the COVID-19 pandemic. The subjects in this study were teachers of grades 1-6 and subject teachers at SDN 2 Bangunan which is located at Jl. Cita Jaya, Building Village, Kec. Palas, Kab. South Lampung. with the research instrument used in the form of an open questionnaire given to teachers through the google form application, and interviews conducted through the google meet application.

In addition, researchers also obtained data from the results of literature studies from various literature books, journals, scientific works, as well as other documents that examine online learning assessment and evaluation, both in general and specifically related to distance learning assessment and evaluation (Ahmad, 2020).

## C. Result and Discussion

Based on the initial research that has been carried out, the results obtained from open questionnaires and interviews given to the teachers of SDN 2 Gedung. The questionnaire was given through the application *Google Form* and interviews were conducted through the application. The *Google Meet* results showed that from 6 class teachers and 3 subject teachers answered all of them tried to conduct online assessments during the Covid-19 pandemic in accordance with government recommendations or still following curriculum 13, namely 4 core competencies.

The online assessment in elementary schools during the Covid-19 pandemic was carried out through: assignments, daily exercises (oral tests), written tests and portfolios. From the various types of assessments carried out, it turns out that there are several obstacles, from the results of interviews that have been conducted, the obstacles experienced in online assessments are skills and attitude assessments, as well as assessments by PJOK subject teachers also experience difficulties.

From several online assessments that have been carried out by teachers at SDN 2 Bangunan, it still needs to be developed further, namely self-assessment and parental assessment to help solve problems regarding attitude and skill assessment, because self-

assessment can assess honesty, responsibility and also skills. While the assessment of parents plays an important role in online learning, this is because students are 24 hours with their parents.

From the results of research (Wulandari, 2020). Regarding the analysis of "online" learning for elementary school teachers in the Covid-19 era, explaining that the change from face-to-face learning to online learning provides various kinds of obstacles in education, especially for teachers who are the spearheads in the implementation of learning. Some of the problems faced by teachers in online-based learning include those related to learning applications, internet connection networks, management, assessment and supervision of learning.

Teachers should provide simple, clear, and precise instructions about what to do, how to do it, and where students should turn in their work. Activities should be determined with the objectives in mind and arranged sequentially in tasks that reflect life situations to get students' interest and keep them motivated.

From the results of research (Ahmad, 2020). Alternative assessment in distance learning in emergencies spread of corona virus disease (Covid-19) in Indonesia. Self Assessment is an assessment method that provides opportunities for students to take responsibility for their own learning. Therefore, educators can start the self-assessment process by providing opportunities for students to validate their own thinking.

#### **D. Conclusion**

There has been a change in learning during the Covid-19 pandemic, one of which is the learning assessment model. If during the school period face-to-face all learning models and all assessment models can be used because nothing is a barrier, now they are limited by space and distance which are considered in doing everything. If in the past the assessment could be done in person, now the assessment cannot be done directly but must be done online. The results of the research at SDN 2 Gedung showed that there were several modified assessment models as an alternative during the Covid-19 pandemic. Online assessment in elementary schools during the Covid-19 pandemic was carried out through: assignments, daily exercises (oral tests), written tests and portfolio.

There are several obstacles experienced in online assessment, namely the assessment of skills and attitudes. To overcome the obstacles regarding online assessment, it still needs to be developed again, namely self-assessment and parental assessment to help solve problems regarding attitude and skill assessment, because self-assessment can assess honesty, responsibility and skills. While the assessment of parents plays an important role in online learning, this is because students are 24 hours with their parents. provision of assessment reports both cognitive, affective, and psychomotor are also delivered online.

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## Blended Learning Assessment Instrument For Elementary School

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### Article History:

Received: July 30, 2021

Revised: August 12, 2021

Accepted: August 24, 2021

Online First: August 28, 2021

### Keywords:

Blended Learning,  
Assessment Instruments.

### Kata Kunci:

Instrumen Penilaian,  
Pembelajaran Campuran

### How to cite:

Yuliyana, M., Rochmiyati, R., & Maulina, D. (2021). Blended Learning Assessment Instrument For Elementary School. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 668-676.

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**Abstract:** This article was written as the stage of designing a blended learning assessment instrument model in elementary schools. This study aims to identify an assessment model that accommodates the realm of cognitive learning. The design phase of this research is based on the ADDIE model framework. The research population is all students of class V SDN 1,2, and 3 Karanganyar, the research sample is class V students at SDN 2 Karanganyar who have implemented blended learning. The data analysis technique used in this research is the descriptive data analysis technique. Based on the author's hypothesis, the stages of the development model that can be used based on the results of the analysis of assessment instruments for blended learning, there are three types of assessment, namely self-assessment, peer assessment, and teacher assessment. This triangle model is expected to accommodate the realm of learning in the implementation of blended learning assessment.

**Abstrak:** Artikel ini ditulis sebagai tahap perancangan model instrumen penilaian *blended learning* di sekolah dasar. Penelitian ini bertujuan untuk mengidentifikasi model penilaian yang mengakomodasi ranah pembelajaran kognitif. Tahap desain penelitian ini didasarkan pada kerangka Model ADDIE, Populasi Penelitian adalah seluruh siswa kelas V SDN 1,2,dan 3 Karanganyar, Sampel penelitian adalah siswa kelas V SDN 2 Karanganyar yang telah menerapkan *blended learning*. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis data deskriptif. Berdasarkan hipotesis penulis maka tahapan model pengembangan yang dapat digunakan berdasarkan hasil analisis instrumen penilaian untuk *blended learning*, terdapat tiga jenis penilaian, yaitu penilaian diri, penilaian teman sejawat, dan penilaian Guru. Model segitiga ini diharapkan dapat mengakomodir ranah pembelajaran dalam pelaksanaan penilaian *blended learning*.

## A. Introduction

In this digital era, learning is no longer limited to space and time. Through the use of technology, teachers can develop more effective learning activities. One of these efforts is to use the internet for education, known as e-learning (Kemal & Eddy, 2017). The benefits of the internet for education are that it can be an access to information sources, access to resource persons, and as a medium of cooperation. In addition, the use of internet facilities is not limited by space and time, so that the exchange of information and knowledge between students and educators can take place anywhere and anytime. (Alden-Rivers, 2019). Current research confirms (again) that computer technology can create an interactive and engaging (additional) learning environment that may have a positive effect on students' knowledge acquisition, skill acquisition, and perception. One form of using the internet for educational institutions is the model blended learning.

This model combines face-to-face (traditional) with learning-learning. In this way, the advantages of each method can be utilized optimally. Face-to-face meetings in class can be used to discuss the materials available in the system e-learning. This spurs students to be able to regulate the rhythm of learning not only in the classroom but also outside the classroom through the blended learning system (Mutaqin et al, 2016). Others use blended learning to reduce the face-to-face teaching component so that part-time students and those with family responsibilities have better access to learning. Given the variety of reasons for introducing mixed learning, what do we evaluate? Is it cost-effectiveness, practical benefits for specific groups of students, student attitudes or learning enhancement? (Ansie et al, 2005), In the evaluation stage, we provide an assessment of learning outcomes through student outcomes and recommend improvements in support of e-learning as well as collect feedback for continuous improvement in both courses. (Paturusi et al, 2012).

Current engagement models and instruments are inadequate due to contextual affordability (courses and levels of activity vs. institutions) and the amalgamation of engagement constructs and subconstructs. A new framework, applicable to engagement in general but also suitable for informing the creation of instruments to measure engagement in face-to-face and technology-mediated contexts, is needed to guide research in mixed learning settings (Lisa & Charles, 2019), However, to improve mixed learning design requires understanding when students are involved with their learning and when they start to disengage. To do this, "engagement must be measured at the same level of specificity as the intervention" (Wang et al, 2014). Educators have long debated the merits of multiple-choice assessments over traditional "pencil-and-paper" assessments. It is often difficult for educators to decide which method is best suited for a given situation. Confusion between item types is even more acute in the online environment.

Students are rarely asked to provide long-typed answers on a computer in a formal exam setting. For the most part, it doesn't make sense to do so when there is a simpler and cheaper option available: handwriting exams in the exam room (O' Loughlin & Steven, 2007). Another opinion from Graham et al (2019) More and more K-12 schools have adopted a mixed learning approach. Current empirical research is sparse on preparing teachers for mixed teaching, including the skills they must develop to teach in mixed contexts. This research focuses on these weaknesses, to systematically identify the skills needed to teach in a mixed learning context and develop and testing instruments that can be used to determine individual and whole school readiness for mixed teaching.

Based on the problems of previous researchers and the results of observations, interviews and filling out questionnaires at SDN 1,2, and 3 Karanganyar, Kec. Jatiagung,

Kab. Lampung Selatan received information that teachers in class V had implemented blended learning, however, when applying the model blended learning, there were obstacles in assessing after blended learning was applied, from 6 teachers from 3 elementary schools, 5 of whom were still confused in assessing learning outcomes student. Because learning is carried out in a blend of face-to-face with online learning, the assessment carried out must also be by every activity that students do while participating in learning. The application of blended learning in providing assessment and evaluation is carried out through online and direct exams in class.

The Mid-Semester Examination is conducted in the classroom, namely by conducting the test in the classroom using the method open book, while the Final Semester Examination is conducted online using a google form which is sent directly to the teacher. The author feels dissatisfied with the assessment as it has been done because of the limitations of the instrument and instrument development guidelines for conducting the assessment. Ideally, the assessment is not only done through the Mid-Semester Examination and the Final Semester Examination but can be carried out throughout the learning process and every student activity can be assessed and evaluated.

For this reason, the author wants to formulate an appropriate assessment instrument model to use when conducting assessments blended learning that is applied so that innovative learning such as blended learning can guarantee the quality of learning, an appropriate assessment is needed. This research is expected to help teachers to be taken into consideration in developing an integrated thematic learning outcome assessment instrument for class V and also be used as reference material for teachers in developing learning outcomes assessment instruments that are adapted to the KI and KD used.

## **B. Method**

The type of research conducted is Research and Development (R&D) or development research. According to (Borg, & Gall, 2003) "educational research and development (R&D) is a process used to develop and validate educational products". According to Sugiyono (2012) development research aims to be able to produce certain products, including the process of testing validity, practicality, and effectiveness. The development model used in this study refers to the ADDIE development model. (Dick & Carey, 2006) states that "ADDIE is an acronym referring to the major processes: Analysis, Design, Development, Implementation, and Evaluation". This model provides a dynamic and flexible guide tool in developing an effective curriculum, starting from analyzing the content to be developed, designing, developing products, namely the curriculum, implementing the curriculum and conducting evaluations.

This research was conducted in 3 elementary schools in 1 complex, namely SDN 1,2, and 3 Karanganyar, Kec. Jatiagung, Kab. Lampung Selatan. The research population was all fifth-grade students at SDN 1,2, and 3 Karanganyar, Kec. Jatiagung, Kab. Lampung Selatan. The research sample was the fifth-grade students of SDN 2 Karanganyar who had applied blended learning. The data collection methods in this study were assessment, observation, questionnaires and tests. While the data collection techniques with assessment formats, observation guides, questionnaires and question sheets. The data analysis technique used in this research is the descriptive data analysis technique. The analysis is described by describing the validity, practicality and effectiveness of using the instruments that have been developed.

## C. Result and Discussion

Results and discussion in this study provide a review of the definition of blended learning models of blended learning, assessment tools, assessment instruments blended learning, criteria model of evaluation instruments and instruments of assessment of learning outcomes blended learning in primary schools which include self-assessment, peer assessment and teacher assessment.

### a. Definition of Blended Learning

Bersin (2004) defines blended learning as: "the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of learning, perhaps complemented with instructor-led training and other live formats". The blended learning model is a learning model that combines face-to-face teaching methods with computer-assisted teaching methods both offline and online to form an integrated learning approach. In the past, digital-based materials have been practised but within the limits of a supporting role, namely to support teaching face-to-face (Bonk & Graham, 2004) Stated that the definition of blended learning generally includes:

- a) The combination of instructional modalities or delivery media and technologies.
- b) The combination of instructional methods, learning theories, and pedagogical dimensions.
- c) The combination of online learning and face-to-face learning.

The combination of these various elements, both media and technology, theory, learning dimension strategies as well as face to face learning and online learning allows coverage of blended learning to a wider. So that teacher or learning designers can be creative in choosing the combination that best suits the conditions of students and the learning environment they face.

Blended learning aims to provide the most effective and efficient learning experience. (Zhu, 2016) states that blended learning can help students learn independently, improve critical thinking skills so that they realize the importance of lifelong learning. (Akarawang et al, 2016) explains that the use of the model blended learning can reach more students and has the advantage of schedule flexibility, which will increase student participation in learning.

Carman (2005) describes several things that need to be considered to be successful in implementing blended learning: a. Line event: synchronization between face-to-face learning and virtual learning at the same time and place directly in the same class/time in different places b. Self-paced learning: combining face-to-face learning *and* self-paced learning, both in the form of text-based and multimedia-based. Online (web, app, chatroom, youtube, etc) and offline (CD, print media, etc). c. Collaboration: building good collaboration between teachers and students in one school or between teachers and students

from various other schools through communication tools built in the form of chatrooms, discussion forums, email, website/weblog, mobile phone, or WA, for deepening material, problem-solving or project assignments. d. Assessment: combining several types of assessments in the form of tests or non-tests, or authentic assessments in the form of projects or products that can be carried out either online or offline. e. Performance support materials: compiling learning digitally, both offline models (in the form of CDs, MP3, and DVDs) or online through the website).

Suhartono (2016) suggested guidelines for implementing blended learning in elementary schools for teachers, including; a. Prepare several learning videos, texts, photos, sounds, or images that match the curriculum content that has been downloaded from the internet, then saved on a flash disk or in a folder on the computer. Teachers can use these learning resources in face-to-face learning in class. The method taken by this teacher includes the implementation of blended learning but blended learning with an offline model. b. Develop learning materials and evaluation tasks (tests) by the curriculum content. This material can also be in the form of material downloaded from the internet, then stored in a CD room. The material on the CD is distributed to students to be studied and the assignments are studied and done at home with the help of parents. This is also learning with the "blended learning" model "offline". c. Utilize WA (Whatsapp), email groups, Facebook groups as learning media. In these media, the teacher can include initiation materials, discussion tasks, and tests for students to do at home with the help of parents, or to do with other friends from one school or several schools. This model also includes blended learning with hybrid or online models. d. Studying various materials on the internet by the material set out in the curriculum and using it as supplementary material in face-to-face learning in class.

#### **b. Assessment Instruments**

Through the evaluation can be known the effectiveness of the learning process and the level of achievement of the goals that have been set. Assessment of learning outcomes should meet in principle as expressed by Anderson (2003): (1) significance (meaningfulness), anyone who is interested in the results of student assessments can see the meaning behind the assessment that has been done, (2) transparency or openness (explicitness), every party who needs information on student learning outcomes can find out how the teacher conducts student learning assessment activities and the results of the assessment. Transparency of information that is considered by teachers in determining student learning assessments, components of student learning assessments that makeup grades, data processing results of student learning assessment activities, etc., (3) fairness, every student has the same opportunity in the systematic assessment of learning by teachers and schools. Adil does not mean that every student acquires the same value but the gain value should be obtained by the learning abilities of each student, as well as meet the criterion of validity and reliability.

### c. Instruments Assessment Blended Learning

Assessment environment, blended learning, of course, includes assessments that are usually carried out in face-to-face meetings, then added with online learning assessments. Palloff & Pratt (2009) write that it is necessary to consider the following principles for conducting online learning assessments, namely: 1) learner-centred assessment design includes self-reflection, 2) the design and scope of rubric levels for conducting assessments contribute to the discussion. , assignments, projects and collaboration of all, 3) includes collaborative assessment through published working papers along with comments from other students, 4) encourages students to develop skills and provide feedback by providing guidelines on how to give good feedback, 5) use assessment techniques that are by the context and align them with learning objectives, 6) assessment designs must be clear, easy to understand and allow to be carried out in an online environment and 7) ask students' opinions as input on how to carry out the assessment should be done. The instrument for collecting data on learning outcomes given to students must have validity and reliability in measuring learning outcomes achieved by students. To ensure its validity and reliability, the research instrument should be tested first on other groups in the same population other than the research sample group.

### d. Criteria for the Instrument Evaluation Instrument Model

Said to be valid, according to Nieven (1999), if the strategy reflects knowledge (content validity) and the product components must be consistent with each other (construct validity). Furthermore, an instrument is said to be practical if the instrument is used. Then an instrument is said to be effective if it gives results by the objectives set by the developer.

### e. Assessment Instruments for learning Outcomes Blended Learning

The results of data collection show that most teachers at SDN 1, 2, and 3 do not yet have an optimal learning outcome assessment instrument so that in assessing student learning outcomes it is not optimal. Based on the author's hypothesis, the stages of the development model that can be used are as follows: The results of the analysis of assessment instruments for *blended learning*, there are three types of assessment, namely self-assessment, peer assessment, and teacher assessment. The following is an explanation of each type of assessment:

#### 1. Self-Assessment

Self-assessment is the ability of students to follow, analyze, and judge their performance based on criteria and to determine how they can improve it. In conducting the assessment must take into account the abilities and experience needed to properly assess themselves. According to Brown (2005) self-assessment is a key process to help students

reflect, understand, take action and take responsibility for the learning or activities they have done.

## 2. Peer Assessment

Peer assessment is an activity to give a decision on the work or study buddy. Peer assessment is a type of assessment that allows one student to assess another student in one lesson. assessment *blended learning* Effective all students become learners and educators. So, all learning participants are involved in providing input on the design, facilities, and direction of the learning process.

## 3. Teacher Assessments

Assessment of teachers so far has tended to be directed and limited to high-level summative assessment activities such as midterm and final exams. The teacher's role in blended learning is to provide ongoing and meaningful assessments to help students develop the necessary metacognitive skills and strategies to take responsibility for the learning they are engaged in.

The evaluation carried out in blended learning is carried out through two aspects, namely formative evaluation and summative evaluation. Formative evaluation is carried out at each learning step during the learning process. This evaluation is not only aimed at the level of temporary understanding of students but also evaluation of the learning process that has been carried out. Are there elements of learning that have not optimal performance, or are there things that hinder the learning process? All unwanted things found in the formative evaluation are then corrected and refined so that the next learning process can take place more optimally. Summative evaluation in blended learning is carried out to measure two aspects, namely aspects of students and aspects of the learning process. Summative evaluation of students is intended to find out how the level of understanding of students towards learning materials after the entire learning process is carried out. To find out, that is by collecting data on learning outcomes obtained from tests given to students after all learning materials are delivered.

The test used in the evaluation process is in the form of an essay question. This form of evaluation is very suitable for determining the students' high-level cognitive abilities (such as synthesis and analysis abilities). Summative evaluation is also intended to find out how the level of success of the previously designed learning process in realizing the achievement of the expected learning objectives. Many previous studies have shown that formative assessment can be used to improve student learning success (Black & William, 2009), as an input for learning improvement depending on the results of the assessment. In addition to formative assessment, the summative assessment provides information after the learning process takes place.

This final assessment provides information on what students did or did not master, but it does not provide the information needed to improve learning or learning strategies while learning is taking place. This assessment is carried out at the end of the lesson, that is the reason the results do not help the teacher to change the learning that has taken place. As teachers transition to online learning and blended learning, which combine face-to-face activities in the classroom with computer-mediated activities, teachers need new ways to use today's best assessment tools. This environment creates several new possibilities for formative and summative assessments that allow teachers to quickly see meaningful student

responses and tailor learning based on their needs. From the results of the needs analysis that the authors conducted, there is a need for techniques that provide a continuous assessment that can be used in the context of traditional learning, online learning, and blended learning.

#### D. Conclusion

Based on the results of the needs analysis conducted, it can be concluded that educators and students need assessment instruments for blended learning. From the aspect of supporting facilities, both those provided by the school and those owned by the students are adequate for the implementation of assessment instruments blended learning. This means that assessment instrument model blended learning in elementary schools is needed.

Based on these conclusions, the suggestion that the author proposes is that an instrument that will be developed based on a needs analysis can accommodate the realm of learning assessment and all learning activities, both traditional and virtual.

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## Emotional Geographic Conditions in the COVID-19 Era at SMAN 1 Pagaden

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### Article History:

Received: August 31, 2021

Revised: Sept 15, 2021

Accepted: Sept 19, 2021

Online First: Sept 29, 2021

### Keywords:

Geography of Emotions,  
Students and Teachers,  
Pandemic.

### Kata Kunci:

Geografi Emosi,  
Siswa dan Guru,  
Pandemi.

### How to cite:

Nurdin, A., Chaerunnisa, H., & Santoso, A.S. (2021). Emotional Geographic Conditions in the COVID-19 Era at SMAN 1 Pagaden. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 677-684.

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**Abstract:** Facing the COVID-19 pandemic, many habits or routines have changed. Activity restrictions are one of the efforts to prevent the spread of this pandemic. However, adapting to new habits is not an easy thing to do. As an adaptation to a new habit, temporary learning must be done online. Teachers and students experience many obstacles in doing online learning. So that a lot of research has been carried out to compile an effective and efficient online learning. However, research rarely reveals the emotional condition of teachers and students during a pandemic. Using descriptive qualitative methods, this study will reveal the geographic conditions of emotion at SMAN 1 Pagaden. The data were obtained through direct and indirect interviews, direct interviews were conducted with the teacher, while for students, a questionnaire was distributed using google form. The data is reduced and analyzed to get answers about the emotional condition of teachers and students at SMAN 1 Pagaden in the face of the pandemic. All data obtained after being analyzed will get solutions and ways to overcome the problems faced during this pandemic. With a research foundation that refers to Hargreaves' thoughts on the geography of emotions that limit questions to physical, socio-cultural, moral, professional and political elements.

**Abstrak:** Menghadapi pandemi COVID-19 banyak kebiasaan atau rutinitas yang berubah. Pembatasan aktivitas merupakan salah satu upaya untuk mencegah penyebaran pandemi ini. Tetapi, adaptasi kebiasaan baru bukan suatu hal yang mudah untuk dilaksanakan. Sebagai adaptasi kebiasaan baru, pembelajaran sementara harus dilakukan secara daring. Guru dan siswa mengalami banyak kendala dalam melakukan pembelajaran daring. Sehingga banyak penelitian yang dilakukan untuk menyusun sebuah pembelajaran daring yang efektif dan efisien. Namun jarang penelitian yang mengungkapkan kondisi emosi guru dan siswa dimasa pandemi. Menggunakan metode kualitatif deskriptif, penelitian ini akan mengungkapkan kondisi geografi emosi di SMAN 1 Pagaden. Data diperoleh melalui wawancara langsung dan tidak langsung, wawancara langsung dilakukan kepada guru sedangkan untuk siswa menggunakan angket yang disebar menggunakan *google form*. Data direduksi dan dianalisa untuk mendapatkan jawaban tentang kondisi emosi guru dan siswa di SMAN 1 Pagaden dalam menghadapi masa pandemi. Semua data-data yang diperoleh setelah dianalisa akan mendapatkan solusi dan cara mengatasi masalah yang dihadapi selama pandemi ini. Dengan landasan penelitian yang mengacu kepada pemikiran Hargreaves tentang geografi emosi yang membatasi pertanyaan kepada unsur fisik, sosial budaya, moral, profesional dan politik.

## A. Introduction

The COVID-19 pandemic situation has forced teachers to be able to innovate not only in teaching methods, but also in using appropriate technology to carry out distance learning. Teachers and students must carry out the Learning at Home process as an effort to prevent the spread of COVID-19. Of course, as a professional, the teacher must be able to adapt to the conditions of Studying at Home by seeking various literacy and research related to distance learning. As stated by Huproni (2020) "teachers' pedagogical abilities must continue to be developed through research based on learning models".

Various literatures tell of the impact of the COVID-19 pandemic which not only affects health. But it has influenced other aspects such as economics, psychology, social interaction, and the education system. Orgilés et al., (2021) stated that the COVID-19 pandemic has brought about major changes in the lives of children and adolescents. School closures have changed their academic routine, social distancing has limited their social relationships with their family members, and the closure of public spaces has changed their free time, limiting it to their homes."

The psychological condition of students is greatly affected by this pandemic, they are forced to carry out Studying at Home as an effort to prevent the spread of the COVID-19 pandemic. In mental development, students need a lot of interaction and exploration to be able to find their identity. They must be experiential rich, not passive, and interactive. In order to build an understanding that is imaginative, integrative, intact, and environmentally insight.

Student experience is very much needed as an effort to strengthen the character of love for the homeland, as expressed by Chaerunnisa, (2019) that "strengthening the character of love for the homeland in students can be done by elaborating their experiences into knowledge and manifested in actions that reflect a sense of love." homeland, have a good insight into the archipelago, and manifest gratitude to the Creator. So it does not only focus on mere theoretical knowledge, but needs to be supported by empirical experiences in the field".

Another study of the correlation between psychological conditions and the environment is expressed by Hargreaves (2001) who says that emotional geography as: "spatial patterns and experiences of closeness and/or gaps in human interactions and relationships that help create, configure, and color feelings and emotions. what we experience about ourselves, our world, and each other".

Sukmayanti, et al., (2021) stated "the atmosphere of learning at home and face-to-face learning at school will of course provide a different experience. The learning atmosphere makes students interact directly with the teacher and their friends, students can gather and joke when learning is carried out at school. Students will find it easier to express various expressions during face-to-face learning. In the interactions carried out by students in the classroom, they teach various things such as conflict management, how to communicate, learning to share, learning to behave according to norms, adapting to the environment, to overcoming the problem of attraction to the opposite sex. Psychological problems faced by students and teachers during the pandemic are rarely disclosed in scientific research.

52.8% of students at SMAN 1 Pagaden stated that online learning was effective. Meanwhile, 49.8% of students at SMAN 1 Pagaden stated that online learning had not been effective. Students stated that the learning carried out was not effective because of the many tasks given and the delivery of material that could not be understood so that it affected

students' saturation in learning online. Student responses stating boredom in online learning greatly affect psychology which has an impact on decreasing student learning motivation.

There have been many studies that reveal various learning innovations during the pandemic. However, this study will discuss more deeply about the emotional conditions of students and teachers of SMAN 1 Pagaden in dealing with the COVID-19 pandemic situation. With reference to the theoretical basis put forward by Hargreaves about emotional geography. By asking research questions "how are the emotional conditions of teachers and students in dealing with the COVID-19 pandemic and what are the efforts made by teachers and students in dealing with the COVID-19 pandemic".

## B. Method

This research is a descriptive qualitative. With reference to the theoretical basis put forward by Hargreaves about emotional geography. By asking research questions "how are the emotional conditions of teachers and students in dealing with the COVID-19 pandemic and what are the efforts made by teachers and students in dealing with the COVID-19 pandemic". Data were obtained through interviews with students and teachers of SMAN 1 Pagaden. As the research sample, the students of Class X and Class XI were determined, totaling 117 respondents from 1221 population of SMAN 1 Pagaden students. Participants from the teacher's side were 3 people who represented the MIPA group teachers, Social Studies group, and the Religious Mapel group. Interviews with students used a questionnaire while the teachers were interviewed directly to get answers to research questions regarding emotional conditions during the COVID-19 pandemic. Furthermore, the data obtained is reduced and validated for analysis without using statistical or mathematical techniques. The research was conducted from February to April 2021.

## C. Result and Discussion

The basis for conducting analysis through narrative geography of emotions is emphasized by Albin-Clark (2018), Hargreaves (2001) and Olson (2015) (in Taloko, et al., 2020), by observing patterns of intimacy and/or gaps in human interaction. Such patterns come to the surface due to the construction of emotions that arise in human relationships. The realization of emotions, of course, is recorded and stored in the form of experiences in each person's mind. The discussion based on emotional geography which is divided into physical geography, sociocultural geography, moral geography, professional geography and political geography is presented below.

### *Physical Geography: "The wifi phenomenon and stingy neighbors"*

Taher (2017) explains that "physical geography is seen as an objective science because it is based on human behavior (Subjectivist approaches)". During Studying at Home, student activities become passive because space is limited to reduce crowds. With these conditions students are more sensitive to their environment. Many things were observed by students as expressed by respondents about what had changed from the surrounding environment. Several respondents explained that they observed the condition of their neighbors who changed professions from sheep farmers to duck farmers. The interesting thing expressed by respondents was when they saw the change in the attitude of neighbors who became stingy and selfish as an effort to survive in this pandemic condition. As stated by Denzin, 1984 (in Taloko, et al., 2020) which states "differences in the dimensions of space and time

have the potential to cause misunderstandings that require emotional understanding between one another.

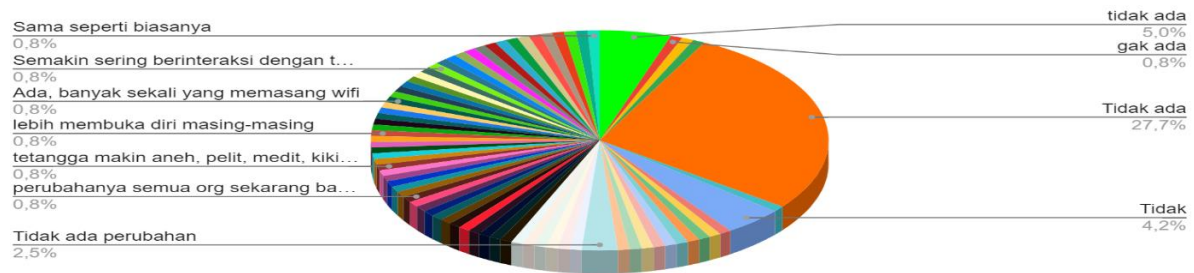


Figure 1. Change of attitude

Online learning has created a new phenomenon in society. Based on the diagram above, it is known that about 0.8% of respondents observed that many in the neighborhood around their homes installed wifi networks. The purpose of installing wifi is as a supporting tool for carrying out Study at Home. Respondents said that by installing wifi they could save the cost of buying internet quota. The use of wifi is seen as more efficient and the internet network is more stable.

**Sociocultural Geography: "relations with family are getting better"**

Hutauruk, & Mursid, (2019) argues that "the uniqueness of regional culture is relevant to the object of study of cultural geography. In cultural geography, the differences between the results of human cultivation and the unique way of life of humans in each region can be analyzed according to their distribution and uniqueness. Students and parents get plenty of time to interact. Students' relationships with parents become more open, usually they can gather and joke with their families in a limited time. The hectic routines that students and parents have to go through make it rare for them to talk so that students are more comfortable expressing various problems to their friends or other relatives.

The COVID-19 pandemic has brought about better conditions in terms of relationships between families, students are more open to express various expressions (either sad or happy conditions) to their parents. Discussions that were previously not well established between family members turned out to have another impact, namely the advice given by parents was well received along with improving relations between family members. The advice given by parents provides new motivation and enthusiasm for students in learning.

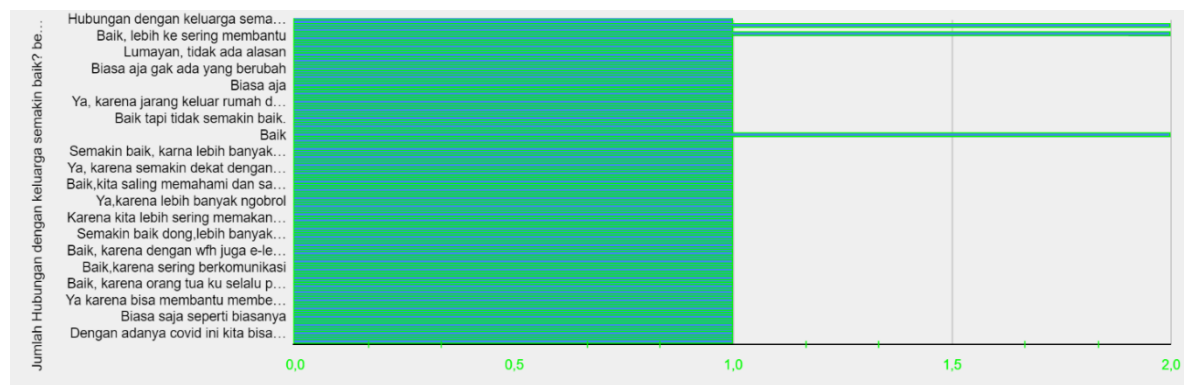


Figure 2. Family Relationship

Studying at home conditions allow students to help their parents with their work, from cleaning the house to helping their family business. The habit of students helping their mothers to take care of the household makes students enjoy the work of helping their parents more. Even an interesting expression was expressed by one respondent who said that he felt 75% was suitable to be a housewife and 25% still hoped to be a student.

Research conducted by Dani & Mediantara, (2020) revealed that "changes that occur in social communication are seen and felt when the COVID-19 outbreak hits the world, with transmission through humans, making communication patterns out of function, by using too many assistive devices." as an intermediary, so that conversations, gestures, conversational logic often experience new misperceptions and assumptions about symbol communication.

### ***Moral Geography: "Webinars and plummeting performance"***

Moral geography according to Taloko, et al (2020) that what is meant by moral geography "refers to the proximity and/or gaps that occur due to differences in goals and desires to achieve professional practice achievements". In this study, several respondents were disappointed with the learning outcomes obtained during this pandemic. They complained about the declining performance as a result of the delivery of the material delivered by the teacher could not be understood properly and tended to study at home only in the nature of giving assignments without explaining the material first. Learning that must be done online creates obstacles for most teachers, especially teachers who are in the old age range. They face learning situations that involve technology while the understanding and mastery of technology for senior teachers is very low. This has an impact on the delivery of material which is only task assignment. Sulistyawati's findings (2020) reveal "the consequences of student behavior who experience a decrease in interest in learning greatly affect the decline in the grades they achieve. Both in the form of report cards, educational values, and caring values".

Research conducted by Asmuni (2020) found that "the ability of teachers is limited in using technology in online learning. Not all teachers are able to operate computers or gadgets to support learning activities, both face-to-face, and even more so in online learning. Indeed, there are some teachers who are able to operate computers, but in terms of oppression, they are limited. They are not able to access further related to the internet network, use various learning applications, make their own learning media/videos and so on". The teacher's ability to manage online learning has an effect on student learning outcomes.

Online learning that was carried out during the pandemic became the habituation of students to a new method in the teaching and learning process. Some students have adaptive abilities and good motivation to learn so that this moment is used to conduct online seminars. They become more enthusiastic in doing webinars on the grounds that they can interact with other students outside their school environment and even cross-regional and cultural interactions occur. This should be seen as a positive thing from online learning and should be passed on and conveyed to other students to build the same motivation.

### ***Professional Geography: "More familiar with technology and information"***

During this pandemic, almost all activities are carried out at home such as worship at home, working at home, shopping at home, and studying at home. Although all activities

are carried out at home, it does not mean reducing work and learning productivity, because all these activities can still be done virtually even though the results are not so optimal. To carry out online learning, it can be done by involving technological devices.

Conditions before the pandemic, people are not used to or rigid to the use of technology and information. Since the COVID-19 pandemic, the entire community has adapted to the use of information technology such as online purchases, Studying at Home (BDR), work, seminars, and other activities. In this case, teachers and students are forced to be able to master technology well to carry out online teaching and learning routines. Thus there is a paradigm shift in the teaching and learning process. For developed countries, distance learning is not something new so that online teaching and learning activities can still be carried out effectively and efficiently.

In an interview with a geography teacher, Mr. Subrata, he revealed that he was very awkward and didn't even understand technology at all. However, this pandemic condition forces all teachers and students to be able to adapt well in online learning. Gradually, although not very proficient, Mr. Subrata was able to operate several online learning support applications such as Google Meet. A positive step from this pandemic is that people are starting to adapt to technology and information as capital to face 21st century competencies.

#### ***Political Geography: "Policies that are well-targeted to tackle the pandemic"***

In an interview with one of the respondents from Class XI students, he expressed his opinion on hopes for the government to overcome this pandemic. The following is an excerpt from an interview conducted to the respondent (let's just say his name is X) "Well, how about it, all orders and prohibitions have been deployed by the government, starting from small things from wearing masks to big things such as social restrictions and lockdowns in some areas, everything has been done. with pros and cons, some people have already implemented the vaccine, and is there any change? I hope that changes, even if it's a little. The pandemic is not only a matter of public health, actually, it also depends on the social life of each community. Many prohibitions, many rules, many orders that should make things better, it's just the opposite. For now, other than trusting the government, what else are people going to do? Even if public opinion is heard, will it be appreciated and implemented? If the question is what the expectations are, it must have always been the same since the beginning of the pandemic. Because the current unrest continues, hopefully the government can quickly find a definite solution regarding this pandemic.

Respondents want this pandemic to end as soon as possible, so that they can carry out their activities as usual. They hope that schools can be opened soon, although by implementing health protocols by dividing the face-to-face learning system into two sessions. Most of the respondents felt pressured by this pandemic, therefore they hoped for good cooperation between the government and citizens so that this pandemic would end soon.

#### **D. Conclusion**

There are many studies on how to build understanding in learning innovation during the pandemic. But it is very rarely disclosed how the psychological impact of students and teachers during this pandemic. Through this research, there are several expressions about the emotional condition of students and teachers. As many as 12.8% of

respondents stated that the restrictions on activities outside the home caused the relationship with family members to become more harmonious. Improved communication between family members is able to build motivation and enthusiasm for student learning.

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## The Efforts to Increase Teachers' Competence in Establishing KKM Through Training Activities MTS Daarul Muhsinin Janji Manahan Kawat Kabupaten Labuhanbatu

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### Article History:

Received: July 22, 2021  
Revised: Sept 20, 2021  
Accepted: Sept 21, 2021  
Online First: Okt 04, 2021

### Keywords:

Minimum Completeness Criteria,  
Teachers' Competence,  
Training Activities.

### Kata Kunci:

Aktivitas Pelatihan,  
Kompetensi Guru,  
Kriteria Ketuntasan Minimal (KKM).

### How to cite:

Basri, H. (2021). The Effort to Increase Teachers' Competence in Establishing KKM Through Training Activities MTS Daarul Muhsinin Janji Manahan Kawat Kab. Labuhanbatu. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 685-695.

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**Abstract:** KKM is the target of the education unit in achieving the competence of each subject. The education unit must make every effort to exceed the specified KKM. The success of achieving KKM is one of the benchmarks for the performance of the education unit in implementing educational programs. Education units with a high KKM and implemented responsibly can be a benchmark for the quality of education for the community. Therefore, there needs to be activities that can improve teacher competence in compiling KKM so that KKM in schools can really be measured and accounted. The method in this research is the action research method (action research). This study uses a qualitative approach. The subject of the study was the teacher of MTs Daarul Muhsinin in the area of the Ministry of Religion Office of Labuhan Batu Regency. The number of teachers who participated in this activity was 29 people. The results of the first cycle activities still cannot be said to be successful, this is because the average score of the teachers is still below 50 or less. In the second cycle, the training activities were followed up by providing practical assistance, in which the researcher and participants jointly set the minimum completeness criteria. In the second cycle, the results of determining the minimum completeness criteria for subjects prepared by the teacher increased sharply, this was evidenced by the teachers getting an average score of 85 or good. From the results of the study it can be concluded that there is an increase in teacher competence in determining minimum completeness criteria. In the first cycle the average teacher competency score was 25 or less, then increased to 85 or good. This means that training activities have a positive impact on increasing teacher competence in determining minimum completeness criteria.

**Abstrak:** KKM merupakan target satuan pendidikan dalam pencapaian kompetensi tiap mata pelajaran. Satuan pendidikan harus berupaya semaksimal mungkin untuk melampaui KKM yang ditetapkan. Keberhasilan pencapaian KKM merupakan salah satu tolok ukur kinerja satuan pendidikan dalam menyelenggarakan program pendidikan. Satuan pendidikan dengan KKM yang tinggi dan dilaksanakan secara bertanggung jawab dapat menjadi tolok ukur kualitas mutu pendidikan bagi masyarakat. Oleh karena itu, perlu ada kegiatan yang dapat meningkatkan kompetensi guru dalam menyusun KKM sehingga KKM yang ada di sekolah itu benar-benar dapat terukur dan dipertanggungjawabkan. Metode dalam penelitian ini yaitu metode penelitian tindakan (*action research*). Penelitian ini menggunakan pendekatan kualitatif. Subjek penelitian adalah guru MTs Daarul Muhsinin di wilayah Kantor Kementerian Agama Kabupaten Labuhan Batu. Jumlah guru yang mengikuti kegiatan ini adalah 29 orang. Hasil dari kegiatan siklus pertama masih belum dapat dikatakan berhasil, hal ini disebabkan peroleh rata-rata skor para guru masih di bawah 50 atau kurang. Pada siklus kedua, kegiatan pelatihan ditindaklanjuti dengan memberikan bantuan praktis, di mana peneliti dan peserta secara bersama-sama menetapkan kriteria ketuntasan minimal. Pada siklus kedua, hasil menetapkan kriteria ketuntasan minimal mata pelajaran yang disusun oleh guru meningkat tajam, hal ini dibuktikan dengan peroleh rata-rata skor para guru sebesar 85 atau baik. Dari hasil penelitian dapat disimpulkan bahwa terjadi peningkatan kompetensi guru dalam menetapkan kriteria ketuntasan minimal. Pada siklus pertama skor rata-rata kompetensi guru adalah 25 atau kurang, kemudian meningkat menjadi 85 atau baik. Artinya kegiatan pelatihan memberikan dampak positif terhadap peningkatan kompetensi guru dalam menetapkan kriteria ketuntasan minimal.

## A. Introduction

The learning process in madrasah can be optimized in various ways, one of which is through directed and sustainable coaching (Mispandi & Widayati, 2021). The program implemented must be measurable and systematic, the main target of which is education implementers at the madrasah level (Setiyadi & Rosalina, 2021). Madrasah supervisors and principals are leaders in the field of education who contribute to the development and sustainability of education in a madrasah (Zaini & Syafaruddin, 2020).

Supervisors and principals of madrasah carry out supervision in order to increase the activity, effectiveness, and efficiency of an academic activity (Wahyu, 2020). The progress of madrasa also cannot be separated from the managerial competence possessed by the madrasa head. In education management, the madrasah principal has a role in the creation of a quality culture in the educational unit he is leading.

Supervisors have the authority to assist in monitoring, fostering, evaluating the implementation of the duties of teachers and principals (DiPaola & Wagner, 2018). Recommendations resulting from the evaluation have the right to be issued by the supervisor on the performance of the principal to be shown to the head of service and local government as a follow-up to the results of supervision. Supervisors are not people who have the authority to execute on the results of teacher performance assessments. This means that supervisors are partners with principals and teachers to improve the quality of learning.

Decree of the Minister of State for Administrative Reform (Kep. MENPAN) No. 118/1996 and the Decree of the Minister of Religion (KMA) No. 381/1999 is the supervisor's handbook in coaching activities whose contents are school supervisors/religious education supervisors are civil servants who are given full duties, responsibilities and authorities by authorized officials to supervise the implementation of religious education/education in public schools and madrasah with carry out assessment and guidance in terms of technical education and administration in pre-school education units, primary and secondary schools.

Teacher professionalism can be measured by referring to the Law of the Republic of Indonesia No. 14 of 2005 which discusses Teachers and Lecturers in CHAPTER IV Article 20. In this Law it is explained that in carrying out their duties, teachers are obliged to: 1) Make lesson plans, carry out the learning process, as well as assess and evaluate learning outcomes, 2) Continuously improve academic qualifications and competencies in line with the development of science and technology and the arts 3) Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions or family background, and socio-economic status of students in learning, 4) Upholding laws and regulations, laws, and codes of ethics for teachers, as well as religious and ethical values, 5) Maintaining and fostering national unity and integrity.

A teacher must always improve his professional abilities, knowledge, attitudes, and skills continuously according to the development of science and technology, including the new paradigm of education that applies School/Madrasah Based Management (MBS/M) and the K13 Curriculum. According to the Directorate General of Primary and Secondary Education, Ministry of National Education (2004:2), a teacher must meet three competency standards, including: (1) learning management

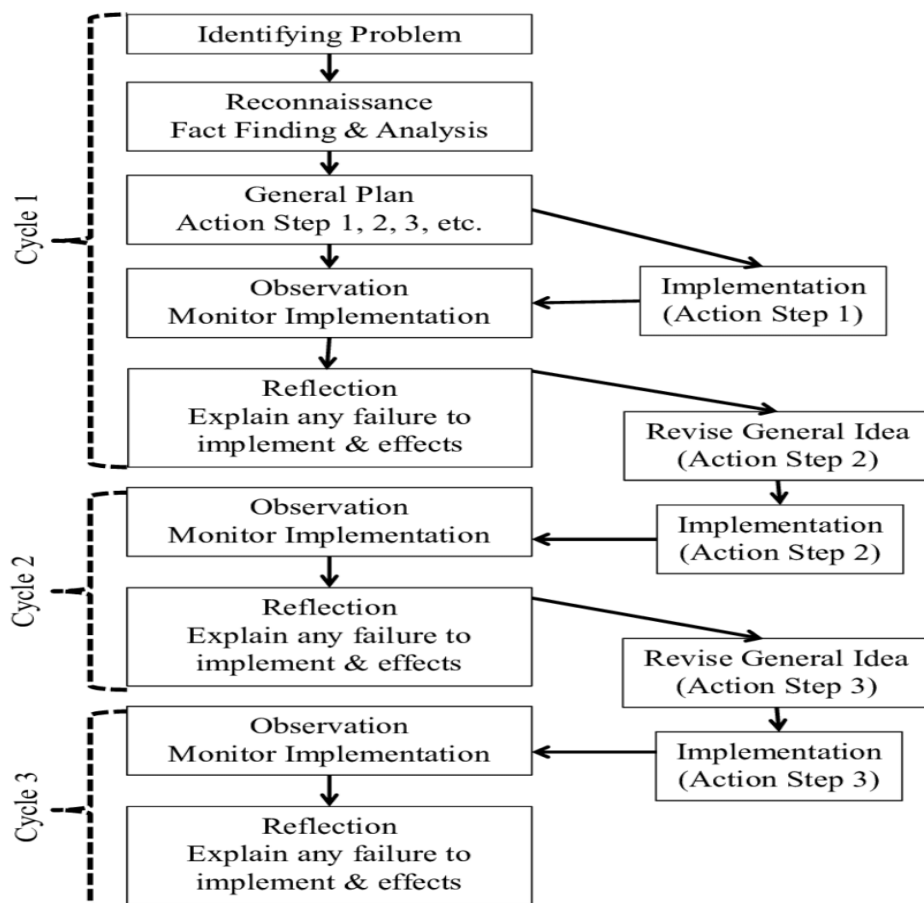
competence and educational insight, (2) academic/vocational competence according to learning materials, (3) professional development. These three competencies aim to make quality teachers to make quality learning as well, which ultimately improves the quality of Indonesian education.

To achieve these three competencies, schools must carry out coaching for teachers through training, workshops, PKG, discussions, and supervision either by the principal or supervisor. This must be done periodically so that the competence and insight of teachers, especially MTs teachers in the Labuhan Batu Regency area increase at any time in accordance with the development of science and technology. According to Samidi (2019), in general there are several factors that cause the current low competence and insight of teachers, namely: (1) low awareness of teachers to learn, (2) lack of opportunities for teachers to participate in training, both regionally and nationally, (3) the ineffectiveness of MGMP/KKM. To improve the competence and insight of teachers in learning, it is necessary to conduct school action research with the above problems. Due to various limitations, this research is only focused on academic supervision activities, especially group supervision techniques on teacher competence in compiling Minimum Completeness Criteria (KKM).

Based on the background of the problem above, the formulation of this research is: "Can teachers improve their competence through training activities in determining KKM according to their respective subjects?"

## **B. Method**

The method in this research is the action research method (action research). This study uses a qualitative approach. The subject of the research was the teacher of MTsS Daarul Muhsinin in the area of the Ministry of Religion Office of Labuhan Batu Regency. The number of teachers who participated in this activity was 29 people. The activity was carried out at MTs Daarul Muhsinin, Janji Manahan Kawat, Tanjung Siram Village, Bilah Hulu District, Labuhan Batu Regency. The research lasts for 3 days, from 3 - 5 June 2021. Action research is included in the scope of applied research which combines knowledge, research and action. Data obtained from collecting data in a participatory (participative observation). This technique is an observation activity where participants and researchers participate to feel the natural symptoms that occur. Observations were carried out either systematically (systematic observation) which had been designed since the beginning of the study or non-systematic observation (non-systematic observation) which was obtained accidentally. While the instrument used is an academic supervision instrument to determine the minimum completeness criteria used by supervisors in supervision activities. The instrument consists of a column of assessed aspects, operational indicators and an assessment in the form of observation sheets and tests. To make the flow of this research clearer, it can be seen in Figure 1 below:



**Figure 1.** Class Action Research Method

### C. Result and Discussion

#### Description of research results

##### a) Description of Initial conditions

Before this school action research was carried out, the researchers conducted and collected data by observing the initial conditions of the class that would be given the action.

This initial knowledge needs to be known so that this research is in accordance with what is expected by the researcher, is it true that this class needs to be given actions that are in accordance with the planned training strategy. To obtain data on the real condition of the supervisor, take the following steps:

##### 1. *Planning.*

To find out the initial conditions, the researchers planned to conduct direct learning observations. Observation of the implementation of learning is done to find out the training strategy that researchers use in providing material on Minimum Completeness Criteria (KKM).

## 2. *Implementation.*

The implementation to measure the initial ability of teachers is carried out on Thursday, June 3, 2021. At this implementation stage, researchers supervise the work of teachers in compiling the Minimum Completeness Criteria (KKM) given, so that the accuracy of the research results can be accounted for.

## 3. *Observations.*

Based on observations made by researchers, it was found that in the activities of compiling Minimum Completeness Criteria (KKM), teachers still did not fully understand how to prepare Minimum Completeness Criteria (KKM). In this activity, it was seen that there were still teachers who asked left and right to friends sitting next to them.

After the results of the work of compiling the Minimum Completeness Criteria (KKM) were collected and the researchers immediately corrected them, the results were unsatisfactory. From the results of the initial correction, there are still many teachers who do not know how to formulate Minimum Completeness Criteria (KKM). Only 10% of teachers know how to prepare Minimum Completeness Criteria (KKM) through similar training that they have attended.

## 4. *Reflection.*

From these initial conditions, it is necessary to take an action to raise the ability of teachers in compiling Minimum Completeness Criteria (KKM) at MTsS Daarul Muhsinin, Labuhan Batu Regency, North Sumatera Province.

Starting from these initial conditions, the researchers planned research actions by applying training strategies to the provision of material for the preparation of Minimum Completeness Criteria (KKM).

### b) Description of Cycle I.

#### 1. *Planning.*

To conduct research in cycle I, researchers and teaching teachers plan actions that include:

- 1) Make a syllabus of learning materials.
- 2) Designing teaching programs. The program design created is used for teaching 2 x 40 minutes with details (1) 5 minutes of apperception (2) The core activity consists of working on worksheets and activating students with the question and answer method for 50 minutes (3) Closing 5 minutes (4) evaluation of 20 minutes.
- 3) Create a teacher worksheet that is used to activate the teacher in compiling the Minimum Completeness Criteria (KKM) with a step-by-step arrangement that leads the teacher to problem finding or solving a problem.

- 4) Create an evaluation tool that is used to obtain data on the ability of teachers in compiling Minimum Completeness Criteria (KKM), after receiving action using training strategies.
- 5) Make solutions and steps to convey to the teacher regarding the teacher's weaknesses in solving problems.

## 2. *Implementation of Actions.*

The implementation of the actions in the first cycle was carried out on Saturday, June 5, 2021, the researchers carried out activities according to what had been planned, starting with an explanation to the teacher about the activities that the teacher had to do in participating in the activity.

Based on the information that has been obtained by the researcher during the observation of the preparation of the Minimum Completeness Criteria (KKM) carried out by the teacher, the researcher conveys the weaknesses and shortcomings made by the teacher in completing the preparation of the Minimum Completeness Criteria (KKM).

Furthermore, the researchers distributed worksheets that had been designed by the researchers to be completed by the teacher as a whole and the researchers went around to observe how the teacher worked and help teachers who had problems in completing the distributed worksheets.

During the implementation of completing the teacher's worksheet, several teachers communicated with their closest friends about how to complete the distributed worksheets. While walking around the researcher noted the obstacles that occurred when the teacher worked on the worksheet. In addition, the researchers also noted teachers who were active and able to solve the problems given by the researchers.

The researcher ordered teachers who had been able to solve problems that were still a problem for most teachers, to explain to their friends how to solve the problem. At the end of teaching, which is the last 20 minutes of learning, the researcher provides an evaluation that must be done.

## 3. *Observation Results.*

After the worksheets that directed the teacher to prepare the Minimum Completeness Criteria (KKM) were distributed, the teachers seemed enthusiastic in working on the worksheets. In working on the distributed worksheets, there was no teacher looking to the left or right or other activities, all of them were engrossed in working on the distributed worksheets. In the implementation of working on the worksheet, it appears that there are teachers who experience obstacles in completing questions to their closest friends, but there are also teachers who experience obstacles in working on the worksheets and directly ask the researchers.

From the evaluation results given after being corrected by the researchers, the following results were obtained: Of the 29 existing teachers, 12 teachers got a score of less than 50%, while 17 teachers had scored above the completion limit, this means that 58.62% of the teachers have been able to properly prepare the Minimum Completeness Criteria (KKM)

#### 4. Reflection.

By looking at the weak points that occur in some teachers regarding the concept of compiling the Minimum Completeness Criteria (KKM), it is necessary to hold a basic explanation for teachers who experience obstacles by utilizing friends who have understood the concept of compiling the Minimum Completeness Criteria (KKM) to explain it. Furthermore, the researchers recorded teachers who had more abilities and were able to convey the material they mastered to their friends. It is necessary to form small groups consisting of 5 teachers to collaborate in learning and be led by teachers who have more abilities and are able to convey the material they master.

### (c) Description of Cycle II.

#### 1. Planning.

In the planning of the second cycle, the researcher plans the following actions:

- 1) Make small groups consisting of 5 teachers and each group is led by a teacher selected from teachers who have more abilities and are able to lead.
- 2) Make lesson plans for small groups that are used for teaching for 90 minutes.
- 3) Make 2 worksheets that are used for group discussions
- 4) Planning evaluation tools used to measure ability teacher.

#### 2. Implementation of Actions.

As planned, the researcher carried out the second cycle of action on Saturday, June 5, 2021. The second cycle of action began with an explanation to the teacher about the procedures to be carried out in small group learning. The researcher divides groups of 4 teachers and determines the leader of each group, then the teachers gather according to their respective groups. After the students have gathered with their groups, the researcher distributes worksheets to be discussed together from each group, when the teacher starts discussing the researcher goes around to note the mistakes made by the group to be guided and take notes on the passive teachers so that the group can be actively invited.

After the time specified on the worksheet runs out, the researcher asks group representatives to present their work and other groups are asked to respond to what has been presented, on this occasion the researcher guides the discussion and together with the teacher formulates answers. On Saturday, June 5, 2021, the teacher is given an evaluation of mastery of the material for the preparation of the Minimum Completeness Criteria (KKM) within 1 lesson hour or 40 minutes.

#### 3. Observation Results

In the implementation of the second cycle, it was very clear that the teacher was very enthusiastic in doing group assignments, all the teachers seemed active with the group in completing the worksheets given by the researcher.

During the discussion of the material given by one group to be responded to by another group, sometimes it can be seen that there are differences in the thinking patterns of each individual in conveying the problem-solving ideas given.

Based on the evaluation that was carried out after being corrected, the results were in accordance with the criteria for achieving the expected results because of the 29 existing teachers all scored above the minimum completeness limit, so that the percentage of teachers who had been able to prepare the Minimum Completeness Criteria (KKM) was 100%.

#### 4. Reflection

From the results of the evaluation given for 1 hour of lessons or 40 minutes, it turns out that 29 teachers have been able to get a score above the criteria limit, but mistakes made by the teacher are still visible due to the teacher's lack of thoroughness in work. However, the activity of the teacher as a whole has been as expected by the researchers, as evidenced in working on the worksheets in this group 100% have been active in discussing the worksheets given.

#### b) Inter-Cycle Description.

Based on the results of the implementation of the action from monitoring the initial state to the implementation of the action in cycle II, it can be described as follows:

**Table 1.**  
Percentage of achievement from the initial cycle, cycle I and cycle II No Indicator  
Percentage achieved Beginning of Cycle I Cycle II

No	Indicator	Percentage achieved		
		Initial	Cycle I	Cycle II
1	Ability in preparing KKM	10 %	58,62 %	100 %
2	Ability to work on worksheets	-	58,62 %	100 %
3	Activeness in the discussion of worksheets	-	50%	100%

#### Discussion

From the table between cycles above, it appears that the results of each indicator that must be mastered by the teacher after being given action have increased. In cycle I, researchers tend to help in the form of theoretical, passive observer teachers, because almost all teachers have not set minimum completeness criteria, for teachers who have made minimum completeness criteria tend to be made as-is, sometimes imitating teachers in other schools. Meanwhile, in the second cycle, the researcher and the teacher actually participated together in practicing setting the minimum completeness criteria. Teachers are asked to be more active and serious (not casual). At the end of the learning process, each group of teachers presents their work and other groups of teachers criticize and provide input on the results of the teacher's work.

After going through the reflection process, most of the teachers have succeeded in increasing their competence in setting minimum completeness criteria in accordance with the subjects taught. The teacher carefully and deftly chooses how

to set the minimum completeness criteria and calculates the numbers from starting to settle the minimum completeness criteria for each achievement indicator to the minimum completeness criteria for subjects. In general, the achievement of teacher success in the second cycle has reached a score of 85 or good.

At the beginning of the school year the KKM should be established. No matter how large the number of students who pass the minimum completeness limit, it will not change the teacher's decision in declaring graduation and not passing a lesson. Reference Criteria cannot be changed immediately because of the empirical results of the assessment. Skills, knowledge and attitudes can be developed by learning. There are many ways that can be done both inside and outside the school, for example through a training. According to Widodo (2015), training is a series of individual activities in systematically increasing skills and knowledge so that they are able to have professional performance in their fields.

The success in this research is due to a thorough understanding factor. Hamid in Sudiati (2018) explains that by optimizing teacher understanding through internship coaching in the form of implementation, it is hoped that teachers will discuss, work together and consult actively, creatively. This activity is very helpful for teachers in understanding and being able to apply KKM in accordance with KD, SK, in the syllabus.

In relation to coaching through training, this research is also in accordance with the opinion of experts who state that the purpose of training is to obtain the required level of ability in their work quickly and economically and develop existing abilities. So that the brand's performance on the current task is improved and they are prepared to accept greater responsibilities in the future. (Armstrong in Sudiati 2018).

The activities of teachers in determining the KKM increased, although at first they still had many shortcomings and were reluctant to participate in the training, but after knowing that there were still many shortcomings and needed to be corrected, after the researchers positioned themselves as resource persons according to their request, they explained various shortcomings and explained the instructions to complete them. , they become more enthusiastic and eager to strive to develop their own complete and systematic criteria as they show in the corrective actions in cycle II (Khasanah, 2019).

#### **D. Conclusion**

A teacher must always improve his professional abilities, knowledge, attitudes, and skills continuously according to the development of science and technology. To achieve these three competencies, schools must carry out coaching for teachers through training, workshops, PKG, discussions, and supervision either by the principal or supervisor. This is done periodically so that the competence and insight of teachers, especially MTs teachers in the Labuhan Batu Regency area increase at any time in accordance with the development of science and technology. Based on the results of the study, it can be seen that there is an increase in teacher

competence in determining minimum completeness criteria which can be seen from the graphs of cycle I and cycle II. This means that training activities have a positive impact on increasing teacher competence in determining completeness criteria.

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## The Principal of Madrasah Exemplary to Improve Teacher performance at MIS Al Azhar Sido Makmur Labuhanbatu

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### Article History:

Received: July 28, 2021  
Revised: August 18, 2021  
Accepted: Sept 16, 2021  
Online First: Okt 10, 2021

### Keywords:

The Principal of Madrasah  
Exemplary,  
Teacher Performance.

### Kata Kunci:

Keteladanan Kepala Madrasah,  
Kinerja Guru.

### How to cite:

Syawal, S. (2021). The Principal of Madrasah Exemplary to Improve Teacher performance at MIS Al Azhar Sido Makmur Labuhanbatu *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 696-704.

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**Abstrak:** In essence, leaders have the ability to influence the behavior of others. This study aims to see how the School Principal's Exemplary Leadership in Improving Teacher Performance at MIS Al-Azhar Sido Makmur, Labuhan Batu Regency. Descriptive analysis techniques through observation, interviews, and document studies. Data were obtained from several participants including the school principal of madrasa, the deputy head, 5 teachers, and 25 students. The results of the study has been able to give concrete examples to teachers in schools. It is considered as good exemplary leadership. Teacher performance which is seen from work performance among teachers already has strategies, teaching methods, has teaching competence and has a teaching plan and teachers are also responsible for the learning process. The head of the madrasah conducts ongoing evaluations in an effort to realize the vision and mission of education in schools so that they can anticipate various problems that may arise.

**Abstrak:** Pada hakikatnya pemimpin memiliki kesempatan untuk berpengaruh terhadap perilaku orang lain. Penelitian ini memiliki tujuan untuk melihat Keteladanan Kepala madrasah dalam hal meningkatkan Kinerja Guru di MIS Al- Azhar Sido Makmur Kabupaten Labuhanbatu. Metode dalam penelitian ini menggunakan menggunakan metode kualitatif dengan teknik analisis deskriptif melalui pendekatan observasi, wawancara, dan studi dokumen. Data diperoleh dari narasumber antara lain kepala madrasah, wakil kepala madrasah, 5 guru, dan 25 siswa. Hasil penelitian menunjukkan bahwa penelitian, yaitu Keteladanan Kepala Sekolah di Madrasah Ibtidaiyah Swasta Al Azhar Sido Makmur Kabupaten Labuhan batu sudah baik karena sudah dapat mencontohkan hal-hal yang konkrit kepada guru-guru di sekolah. Hal ini dianggap keteladanan yang baik bagi Kinerja Guru yang dilihat dari prestasi kerja diantara guru sudah memiliki strategi, metode mengajar, memiliki kompetensi mengajar dan mempunyai rencana pengajaran serta guru juga sudah bertanggung jawaban dalam proses pembelajaran. Kepala Madrasah melakukan evaluasi berkelanjutan dalam upaya mewujudkan visi dan misi pendidikan yang ada di sekolah sehingga dapat mengantisipasi berbagai persoalan yang mungkin muncul.

## A. Introduction

The principal/head of Madrasah is a teacher who is given the additional task of being a leader in an educational institution in a school under the auspices of the Education Office and the Ministry of Religion. The principal as a leader should provide examples that can be imitated by educators, teachers and students. Although all of this requires a process, but a good example must be done by the principal so that teachers can imitate and apply as the principal does. Guiding, directing teachers to carry out professional duties is not easy to do, it requires patience from the leadership (Kristiawan et al., 2017).

The teacher is someone who shares knowledge with students through the teaching and learning process and has a special field of knowledge and experience in accordance with the educational background he already has in a broad and deep theory (Sardiman, 2011). The teaching and learning process carried out by the teacher is of course to produce quality students, for that it takes a long time for students to have quality. A good teacher who will teach and educate must have preparations before transferring knowledge to their students. Educating is a profession or a professional job because the teacher is the main actor in education.

A teacher who does not make a work program when teaching is not aware of his duties and responsibilities as a teacher. Especially now that there is government assistance provided by teachers, namely certification allowances. The target of the certification allowance is actually the teacher's performance to be more enthusiastic and always provide motivation to students. According to Rusihan (2019), there are several conditions that must be met by someone who becomes a leader, namely: honesty, level of confidence, stability, responsibility, and decisions. Big-hearted, has emotions that are not unstable and also able to be used as role models.

Teachers have an important role in guiding students to be mature and independent, so teachers are often referred to as the spearhead in education. Teachers are a very influential component in the creation of quality educational processes and outcomes. In simple terms, it is easy to say that the role of the teacher is to organize the teaching and learning process, which is to help and facilitate students to experience and implement a quality learning process.

One of the fundamental actors that determine the achievement of the above national education goals is the teacher. The teacher's role is one of the important and strategic components through its performance. Teacher performance is very important in realizing national education goals and determining the high and low quality of education, but the performance of these teachers is heavily influenced by various factors, both internal and external to the individual concerned.

Professional teachers are teachers who can carry out their duties according to their functions and roles both in the teaching and learning process in the classroom and outside the classroom, as a whole must know, appreciate, and deeply understand the gas well, must master the material. Lessons, teaching methods of learning principles as well as creating good teaching and learning interactions, and being able to carry out effective learning evaluations.

The concept of an example has been given by the way Allah sent the Prophet. To be a good role model for Muslims throughout history and for all humans in every time and place. He is like a bright lamp and the moon that guides the way. This example must always be nurtured, nurtured, and guarded by the bearers of the message. The success of an educational implementation will be largely determined by several factors. One of these

factors is the example of someone who is considered older. Such a person is mainly claimed to be a parent, leader, and teacher.

Behavior that is exemplified in education can be learned from patterns of behavior, and not from traits (educational subjects). This research looks at and identifies typical behaviors in activities learning to influence students to have a positive character. This exemplary behavior can be oriented to the task of the teacher or to relationships with students, the behavior of the teacher's closeness to students can build a conducive learning atmosphere.

Exemplary is one approach in education exemplified by the Messenger of Allah, Allah explicitly states that in sent by the Prophet Muhammad SAW, to be an example for all humanity. Thus the realization of Islamic education lies in principals and teachers in providing an example.

In order to carry out its role and function as an innovator, The principal must have the right strategy to establish harmonious relationship with the environment looking for new ideas, integrating each activity set an example for all. Education staff in schools, and develop innovative learning models. The principal as an innovator must be able to seek, find, and implement various reforms in the schools.

The problem is when in the field there are also many teachers who show low performance, this can be seen by: often late, coming home early, rarely attending, not participating in MGMP activities, being lazy, not having teaching media, rarely giving assignments and others. There is another thing that is even more concerning that the teachers who are diligent in teaching have had enough years of service but have not been lucky enough to take care of the NUPTK. With this problem, the principal as a manager must be able to overcome the problems that occur in schools, especially at the MIS level. The principal in overcoming the problem must be able to provide the right solution when solving the case. For this reason, the author tries to examine the extent to which: "Exemplary Principals in Improving Teacher Performance at MIS Al-Azhar Sido Makmur, Labuhan Batu Regency".

## B. Method

The type of method used in this research is qualitative. Qualitative methods are widely used by researchers in natural object conditions, because this research is the opposite of experimentation. The data analysis technique used is inductive and emphasizes the meaning of generalization. This research was conducted at the Al Azhar Private Islamic School, Sido Makmur, Labuhan Batu Regency. The research subjects were the principal, teachers and homeroom teachers of Class V totaling 5 people and Class V students totaling 25 people. The data on the total number of students are as follows:

**Table 1.**

The Data students of Madrasah Ibtidaiyah Al Azhar Sido Makmur, Labuhanbatu Regency

No	Class	Male	Female	Total
1	I	11	16	27
2	II	12	15	27
3	III	18	11	29
4	IV	16	13	29

No	Class	Male	Female	Total
5	V	10	15	25
6	VI	10	21	31
	Total	77	91	168

Data collection techniques in this study are observation, interviews and documentation. While the data analysis technique goes through the following stages:

- 1) Collecting data  
Data that has been collected through various techniques (documentation, observation, and interviews) and all field notes are also important at this stage.
- 2) Data Reduction  
Reduction is a summary of all existing field notes by taking core things and focusing on important things and related to the scope of research which includes the development of students' personalities at MIS Al Azhar Sido Makmur, Labuhan Batu Regency. All of these records are summarized in a systematic way in order to give an overall picture of the results.
- 3) Data Display  
The data display will later be useful for making it easier for researchers, presented in the form of tables and explain the narrative of the interview results. In the table, a comprehensive picture will be obtained and meaningful conclusions will be drawn.
- 4) Data Validity Assurance Techniques  
The process of drawing conclusions is done by discussing the data that has been found in the field and juxtaposed with existing theories. This process has been carried out since the beginning of the data obtained.

### C. Result and Discussion

Based on the research data, it was obtained that 90% of the educators at MIS Al Azhar Sido Makmur, Labuhan Batu Regency, had completed both undergraduate and postgraduate education. This has shown that the quality of existing education is the main thing in improving the quality of graduates. Data on facilities and infrastructure at MIS Al Azhar Sido Makmur, Langkat Regency, has shown a very good/adequate condition, this is also the main capital in developing madrasas in the future.

Based on the research results obtained at MIS Al Azhar Sido Makmur, Labuhan Batu Regency through various data mining techniques, this study resulted in 5 findings in this study.

#### 1) Exemplary Head of Madrasah

Madrasah Ibtidaiyah Swasta Al Azhar Sido Makmur Labuhan Batu Regency is an institution in the field of Islamic education under the auspices of the government, precisely at the Ministry of Religion of the Republic of Indonesia, which as it is known that exemplifying the example of the principal actually begins with the individual principal himself, for example commendable actions, appeals, assisting the completion of BK teachers, giving awards for work performance, and instilling moral values, not cutting off what is not their right.

The principal in his leadership duties will succeed well if he understands the things that have been used as the main tasks that must be carried out. Therefore, in the process of carrying out the task, it will be seen how the head of the Madrasah guides teachers and

education personnel at the school. The vision and mission of the madrasa will be achieved if the principal also has a professional attitude, where he understands his duties and obligations as a leader. In addition, good cooperative relationships with teachers must also be established so as to create a work atmosphere that is safe, comfortable, peaceful, and has the freedom to develop ideas in order to achieve common goals,

The madrasa principal as a leading example for teachers means having a strong commitment to the rules that apply in the school, daring to take risks against decisions that have been mutually agreed upon and having to take all the responsibility with all the risks. According to Shoimin (2014), the exemplary process is the giving of examples by leaders both in their words and words. This is also in accordance with the opinion of Asmani (2012), which explains the important role of school principals in influencing teachers and all education personnel to achieve the vision and mission that has been set by the school.

If the principal can set a good example, then all school members will follow suit. Based on this, according to Mulyasa, the principal is a person who has roles and functions as educators, supervisors, leaders, innovators and motivators (Mulyasa, 2012). Of the five functions Each of these has its own role but is still in one understanding. The principal can be said to be a leader, according to Covey there are several roles that a leader must have, namely the ability to be a role model, a pioneer, a role in aligning, and an empowerment role (Kaswan, 2013).

According to Makawimbang (2012), there are 4 leader behaviors, namely: commanding, supporting, facilitating, and achievement orientation. A leader who shows exemplary to the teachers is in accordance with the QS Al Ahzab 21, namely:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَآءَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ۚ ٢١

*Meaning: Verily there has been in the Messenger of Allah a good role model for you (that is) for those who hope (the mercy of) Allah and (the coming of) the Day of Resurrection and he mentions Allah a lot." (QS. Al Ahzab: 21).*

The verse above is clear that the Messenger of Allah has become a role model to be followed in human life. Based on this hadith, it can be concluded that exemplary is likened to the Hadith that the seller of perfume can splash you so that it smells good but if we hang out with a blacksmith, there is a risk if later it gets caught in a fire and burns. Therefore, it is better to be a role model, not only the principal who provides an example, but all teachers and students also provide examples.

## 2) Improving the Performance of MIS Al Azhar Sido Makmur Teachers, Labuhan Batu Regency

Al Azhar Madrasah Swasta Sido Makmur, Labuhan Batu Regency is under the Al Azhar Private Madrasah Ibtidaiyah Education Foundation, Sido Makmur, Labuhan Batu Regency. The teacher's performance is very much considered by the principal because it is to see or measure the targets of the work that has been done during one school year. It is not only teachers who are the targets of the principal's performance, but all related parties in the school are seen to see the results of their work based on the instruments that have been recorded by the officers.

The example of the madrasa principal who has been shown to the teacher can direct, guide and carry out his duties. If there is a problem, the madrasa head will discuss with the teacher to find a solution. If it is related to performance, it is related to achievement and work results. Performance is a word in Indonesian from the root word which translates words from foreign languages as achievement, it can also mean work Performance is often called performance, work results or work performance (Wibowo, 2017). Then Michael Armstrong defines "Performance is often defined simply in output terms the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it" (Amstrong, 2012), performance is defined simply in the context of results, which are achievements of measuring results. So it can be understood that performance is essentially a work achievement obtained and has been carried out within 1 semester for teachers. When combined, teacher performance is the achievement of a teacher obtained through the course of the profession so that it is recognized by the community who are better known as professionals. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, as well as assessing and evaluating students in early childhood education and formal education, basic education, and secondary education.

As a leader, the principal must be able to be a leader who can be followed by an example of his behavior and actions. Leaders become transters or intertainment in education. So all actions of the leader or principal must be accountable. Because, the principal is the main example in the school. If the school has good management, then what the principal says can be an example for subordinates. Leaders must have and have various conditions that can be said to be leaders. So what is meant by giving an example is being able to become a leading person, an example and all positive behavior can be imitated by subordinates and the work environment. In this case teachers, students and staff.

Giving examples or doing things before their subordinates do, is not just in the form of writing but must be realized. So before someone can do it, the principal must always have a good idea to realize. A leader will be respected by subordinates if his behavior can be imitated. This automatically makes subordinates reluctant and makes the principal a good example to imitate. Although this is difficult and takes time to do, the principal still has to set a positive example for subordinates to imitate. Both in behavior, speech and personal. In the school, the principal is like the intertainment or the artist. So that everything that is done will be discussed or used as an example. This is where the principal must have qualities that are worthy of being used as examples and not arbitrary in making decisions.

The principal must be able to be perfect or perfect and is expected to be agile in making decisions. Always cheerful and professional will be used as an example and build school comfort. An extroverted principal is a principal who is often used as an idol and an example for his subordinates. For example, by coming every morning before the student or teacher arrives, then if there is a teacher who is late, the next day he will improve himself because he is reluctant to the principal. Helping cleaning staff pick up trash scattered around the school, from examples like this, school members or residents will slowly follow the principal's attitude.

Always going around from class to class and making sure the teaching and learning process runs smoothly, if there is an empty class the principal is not angry, but invites students to come to class and tell stories while waiting for the teacher to come. The principal does not limit students, teachers, principals to communicate with each other as family or friends, provided that authority and courtesy must remain. And there are many other

examples that the principal can do as an example for his subordinates and school residents. With such attitudes and examples, the school will run better and a sense of family will be created by itself. If everything goes smoothly then this school will be an example, not only in the school environment but can be imitated by other schools as well.

Principal leadership is the motor or driving force of the resources and tools available to an organizational group. Leaders must have good qualities that can be used as examples in the school environment. One of them must be humble or simple, patient or have emotional stability, helpful, confident, honest and expert in his position. The principal must be a role model or example for his employees regarding good behavior, also in terms of discipline or in the academic field. For example, in terms of discipline, the principal can convey regulations. In discipline, the principal can also carry out that discipline, in terms of academics. For example, after checking or evaluating in learning administration. After that, an evaluation is carried out in the learning process. If there is a teacher who is less successful in carrying out the learning process, it can be seen in the results of the assessment achieved by his students. The principal gives an example when making a complete lesson plan with the methods and media used according to the student's circumstances and the existing infrastructure at the school. However, the facts that occur in the field, most of the principals are not able to carry out optimally. This can be influenced by the will from within the principal or because the time has not been planned. The school principal should be able to implement it. If the supervisor can really do according to his duties so that the principal can carry it out.

In carrying out his mandate as a professional teacher, he must have a variety of strategies carried out by the teacher so that the ability of his role in school appears. According to Hamalik (2012), the ability of a teacher in carrying out his role is as follows:

- a) As a facilitator, who provides facilities for students to carry out learning activities.
- b) As a mentor, who helps students overcome difficulties in the learning process
- c) As an environmental provider, which seeks to create an environment that challenges students to carry out learning activities
- d) As a communicator who communicates with students and the community
- e) As a model who is able to provide a good example for students to behave well
- f) As an evaluator, who evaluates student learning progress
- g) As an innovator, who participates in disseminating reform efforts to the community
- h) As a moral and political agent, who contributes to the moral development of the community, students, and supports development efforts
- i) As a cognitive agent, who disseminates knowledge to students and society
- j) As a manager who leads a group of students in the class so that the learning process is successful.

From several opinions on teacher performance, it can be concluded that teacher performance actually includes work performance among teachers who must have strategies, teaching methods, have teaching competencies and have teaching plans. The teacher as a responsible component in the educational process and mission as well as the learning process in particular, is very vulnerable to various problems that may arise (Ritonga, 2020).

However, the teacher's performance when associated with QS Al Mujadalah verse 11 as follows:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا فَإِنَّ اللَّهَ يَرْفَعُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ  
أَوْتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝ ۱۱

*Meaning: "hi you who believe, when it is said to you: "Be spacious in the majlis", then open it up, Allah will certainly make room for you. And when it is said: "Stand ye", then stand up, Allah will surely raise those who believe among you and those who are given knowledge by several degrees. And Allah is Knowing of what you do. (QS al-Mujadalah: 11).*

The verse above explains that in principle teachers are part of people who believe and Allah will exalt those who will be given knowledge to some degree through the learning process carried out in schools.

#### **D. Conclusion**

Based on the analysis and various findings of this study, it can be concluded that the exemplary principals in improving teacher performance at the Al Azhar Sido Makmur, Labuhan Batu Regency are as follows: can give concrete examples to teachers in schools. Teacher performance which is seen from work performance among teachers already has strategies, teaching methods, has teaching competence and has a teaching plan and teachers are also responsible for the learning process. The head of the madrasah conducts ongoing evaluations in an effort to realize the vision and mission of education in schools so that they can anticipate various problems that may arise.

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## Learning Innovations During the Pandemic in Improving the Quality of Geography Learning

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### Article History:

Received: Sept 26, 2021

Revised: Okt 01, 2021

Accepted: Okt 06, 2021

Online First: Okt 15, 2021

### Keywords:

Learning Innovations,  
Quality of Geography Learning.

### Kata Kunci:

Inovasi Pembelajaran,  
Kualitas Pembelajaran  
Geografi.

### How to cite:

Santoso, A.S. (2021). Learning Innovations During the Pandemic in Improving the Quality of Geography Learning. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (3): 705-715.

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**Abstract:** The COVID-19 pandemic outbreak has had a serious impact on the education system. Usually, learning is done face-to-face, but with the COVID-19 pandemic learning must be done remotely. Changes in learning patterns require a learning innovation. By carrying out an innovation, it is hoped that the quality of learning can be improved. In this study, observing the implementation of geography learning during the pandemic. The research location was conducted at SMAN 1 Subang, SMAN 2 Subang, and SMAN 1 Pagaden. This research is qualitative descriptive, meaning that this research seeks to find interactive patterns of relationships and to gain understanding of meaning. The findings in SMAN 1 Subang, learning that was done virtually was considered less effective, while in SMAN 2 Subang online learning showed better results when compared to face-to-face learning. Online learning at SMAN 1 Pagaden shows good results with the implementation of a project based learning model using google earth media and the whatapps group. As a solution to the problems that arise is to implement the offline model of distance learning as well as the visiting teacher model.

**Abstrak:** Wabah pandemi COVID-19 telah membawa dampak yang serius pada sistem pendidikan. Pada biasanya pembelajaran dilakukan secara tatap muka, namun dengan adanya pandemi COVID-19 pembelajaran harus dilakukan secara jarak jauh. Perubahan pada pola pembelajaran membutuhkan suatu inovasi pembelajaran. Dengan melakukan suatu inovasi, diharapkan mutu pembelajaran dapat ditingkatkan. Pada penelitian ini, mengamati implementasi pembelajaran geografi dimasa pandemi. Lokasi penelitian dilakukan di SMAN 1 Subang, SMAN 2 Subang, dan SMAN 1 Pagaden. Penelitian ini bersifat kualitatif deskriptif, artinya penelitian ini berusaha untuk menemukan pola hubungan yang bersifat interaktif serta untuk memperoleh pemahaman makna. Temuan di SMAN 1 Subang pembelajaran yang dilakukan secara virtual dianggap kurang efektif, sedangkan di SMAN 2 Subang pembelajaran daring menunjukkan hasil yang lebih baik bila dibandingkan pada pembelajaran tatap muka. Pembelajaran daring di SMAN 1 Pagaden menunjukkan hasil yang baik dengan diterapkannya model pembelajaran *project based learning* dengan menggunakan media *google earth* dan grup *whatapps*. Sebagai solusi dari kendala yang muncul adalah dengan melaksanakan pembelajaran jarak jauh model luring serta model guru kunjung.

## A. Introduction

Education is generally carried out face-to-face, but currently education is carried out virtually due to the COVID-19 pandemic. This unplanned and instantaneous change, of course, requires adaptive and creative behavior. Many of the teachers or students who experience obstacles in conducting distance learning.

The policy to carry out learning activities at home is an effort to prevent the spread of COVID-19. In view of the increasingly worrying spread of COVID-19, as the basis for the issuance of Circular No. 4 of 2020 concerning the Implementation of Learning Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19), the Learning from Home process is carried out in the following ways: a) Learning from Home through online / distance education is carried out by providing meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class improvement or graduation; b) Learning from Home can be focused on learning life skills as an example of introducing the dangers of the Covid-19 pandemic; c) Learning from Home activities and tasks can vary among students according to their potential, and consider the gaps in access / learning facilities at home; d) Facts or products of Learning from Home activities are given qualitative and useful feedback from the teacher, without being required to provide quantitative scores/values.

In its implementation, it turns out that the policy to implement Study at Home has encountered many obstacles, both technical and non-technical. The results of research attempted by Sari, et al (2020) found obstacles in implementing distance learning such as inadequate gadgets (HP)/laptops and poor internet connection problems, not only that the success of the learning process was still low and ineffective.

In synergy, collaboration between parents, students, and teachers must be built in a sustainable manner. This discussion must be established to provide basic information regarding the psychological condition of students during distance learning. Most think that distance education is education that is tried online, but in its implementation online education is always accompanied by tasks due to the misconception of distance education. Tasks that accumulate will have an impact on students' psychology, this is caused by the deadline for collecting assignments that coincide with other subjects, but on the other hand there are many assignments that students have not understood because of the limited explanations in online learning.

To overcome the various obstacles that arise in distance learning, it is expected that every teacher conducts an initial diagnostic assessment. By conducting an initial diagnostic assessment, the teacher can formulate various cognitive and non-cognitive constraints of students during learning at home. Parents, students, and teachers can work together to design learning strategies that must be adapted to the conditions of students and teachers. The learning strategy (Darmadi, 2017) is "The components of education and learning are arranged in such a way that they can achieve the maximum learning objectives".

Learning strategies need to be considered by teachers in improving the quality of learning. Reageluth and Merril in (Solikah, 2019) "the quality of learning can be measured through three learning strategies, namely organizing learning, delivering learning and processing learning". More specifically (Yaumi, 2018) "In designing media and educational technology, it must be based on the characteristics of students associated with competence. The data obtained from the results of the analysis can focus the teacher on formulating educational goals.

Referring to the subject matter and learning objectives, teachers can carry out learning activities to achieve the expected competencies. However, in practice there are still many teachers who teach geography material in a monotonous way so that students' interest in learning geography becomes low. Students' interest in learning will have an impact on student learning outcomes, as seen in student learning outcomes at SMA Plus 'Bustanul Ulum' Puger Jember. "The results of the study show that the activeness and learning outcomes of geography in class X are still low, which can be seen from the results of the test, where on average many students get scores below the Minimum Completeness Criteria" (Kartika, et al, 2019). Because the activeness and learning outcomes of geography at SMA Plus 'Bustanul Ulum' Puger Jember are still low, it is necessary to take an action to improve learning outcomes through Classroom Action Research (CAR).

In a face-to-face learning situation, there are still many obstacles faced in achieving the expected competencies. Especially in the conditions of learning carried out in a Home Study situation which is clearly something new in the learning method for middle-level students. This gives new challenges in the world of education, especially in an effort to achieve the expected competencies in geography subjects.

To answer research related to "learning innovations during a pandemic to improve the quality of geography learning", a problem formulation was formulated which was described in the form of research questions, namely: a) What is the purpose of learning innovation during the pandemic to improve the quality of geography learning? b) How is the learning innovation program during the pandemic to improve the quality of geography learning? c) How is the evaluation of learning innovations during the pandemic to improve the quality of geography learning? d) What are the obstacles and solutions faced in learning innovation during the pandemic to improve the quality of geography learning?

## **B. Method**

This research is descriptive qualitative, meaning that this research seeks to find patterns of interactive relationships and to gain an understanding of meaning. While what is meant by descriptive research according to (Ajat, 2018) is "research that seeks to describe phenomena that are real, realistic, actual, real and at this time, because this research is to systematically describe, reflect or paint, factual and accurate overrides the facts, characteristics and relationships between the phenomena under investigation".

The research was conducted from July to December 2020. The research data were collected at SMAN 1 Subang, SMAN 2 Subang, and SMAN 1 Pagaden as research objects. By taking the research location at SMAN 1 Subang, SMAN 2 Subang, and SMAN 1 Pagaden, it has represented the work background of the students' parents, income level, and education level. This is intended to seek the connection between environmental input and raw input. The three schools have the same accreditation, namely "A Accreditation".

## **C. Result and Discussion**

### **Findings at SMAN 1 Subang**

#### *The Purpose of Learning Innovations During a Pandemic*

The changing times that run dynamically have encouraged innovation and modernization to enter the world of education. Considerations of incorporating innovation into education have given rise to many theories about educational innovation, one of which

is the opinion of Ibrahim, 1998 (in Sutirna, 2018) which says that educational innovation is "innovation in the field of education or innovation to solve educational problems".

Responding to changes in the implementation of learning, an innovation in learning is needed. With this innovation, it is expected that students can respond to learning actively, innovatively, creatively and fun. This is in accordance with the 2013 Curriculum view that the teacher's role is no longer the center of learning in the classroom. However, "the learning process must be directed at the condition of active students so that students' thinking abilities can be explored optimally" (Yanurati, 2018).

Efforts were made to present active and creative learning during the pandemic, the geography teacher of Class X SMAN 1 Subang developed a learning innovation in the form of discovery and receptive learning and contextual learning models. It is hoped that with the application of discovery and receptive learning and contextual learning models, students can carry out distance learning such as carrying out face-to-face learning (not awkward and rigid).

### *Learning Innovation Program During the Pandemic*

As a superior school in Subang Regency, of course SMAN 1 Subang has good instrumental input. The use of a curriculum that refers to the 2013 curriculum can be implemented properly because it has human resources (educating and educational staff) who have a high work ethic.

In preparing the learning implementation plan (RPP) during this pandemic, several aspects must be considered, such as student psychology, the availability of BDR facilities (mobile or laptop), internet access (quota), and internet networks. In this case, the geography teacher of SMAN 1 Subang has prepared a lesson plan that considers these aspects but does not involve the role of parents/guardians in preparing the lesson plan. The involvement of parents/guardians when preparing lesson plans is needed to find out the learning difficulties faced by students during distance learning and to determine the psychological condition of students in implementing distance learning.

The learning program begins by setting Learning Objectives that refer to Basic Competencies. After setting the Learning Objectives, then compiling Competency Achievement Indicators to measure learning achievement. After determining the Learning Objectives, subject matter, and Competency Achievement Indicators, the next step is to create learning models and learning methods.

Based on the agreement and available facilities that are tailored to the characteristics of students and learning objectives. So it was agreed that the geography subject in class X SMAN 1 Subang used discovery and receptive learning and contextual learning models. As a source of offline learning, package books available in libraries and newspapers (mass media) are used. Meanwhile, to support distance learning, the online model of learning resources used is in the form of power point slides distributed through whatApps groups.

### *Evaluation of Learning Innovations During the Pandemic*

Efforts made by the teacher to assess the affective domain (attitude) is to assess the accuracy in taking attendance as well as in collecting assignments. Students who are active in absenteeism become the main benchmark in affective assessment. In addition, the teacher makes a range of affective values by looking at the timeliness in collecting assignments. Students who are on time in submitting assignments will be given the highest score but students who are the last to submit assignments will be given the lowest scores.

In the psychomotor domain, the teacher uses tasks that involve students' psychomotors, such as the task of making a Map of the Distribution of Volcanoes in Indonesia. Students who have good psychomotor skills will be seen from the results of making the map, students who have good psychomotor skills will make maps according to the rules of making maps and the neatness of the final results of the map.

**Table 1.**

Differences in student learning outcomes on face-to-face learning and distance learning

Learning Form (1)	Student Learning Outcomes/average (2)
Face-to-face learning on lithosphere material	93
Distance learning on lithosphere material	81

*Source: Research data*

From the table above, it can be clearly seen that face-to-face learning and distance learning have different learning outcomes. In face-to-face learning, student learning outcomes on the lithosphere material average students get a value of 93. But in distance learning, the average student learning outcomes on lithosphere material is 81. This can be understood because in distance learning the delivery of the subject matter delivered is very limited. Virtual communication that has been done is less effective and efficient.

### Findings at SMAN 2 Subang

Carrying out learning by involving active students will be difficult if the method used in learning uses the lecture method. This is where the important role of a learning innovation so that students are fully involved in the learning process. Keeton and Kate, 1978 (in Kolb A. David, 2014) "learning in which the learner is directly in touch with the realities of being studied" This understanding gives the impression that a learning process that involves direct experience will have a better effect, because it involves both psychomotor and cognitive aspects simultaneously.

Realizing the importance of a learning innovation to implement distance learning. So the geography teacher Class X SMAN 2 Subang made learning innovations by designing an assignment learning model (recitation) based on various aspects. It is known that the average student of SMAN 2 Subang is a lower middle class family and the factors of online learning support facilities and learning objectives are the logical reasons in determining the assignment learning model (recitation), in addition to theoretical and pedagogical reasons.

### *Learning Innovation Program During the Pandemic*

The Learning Implementation Plan (RPP) prepared by the geography teacher Class X at SMAN 2 Subang does not involve the role of parents/committees. This is an effort to implement health protocols that must limit large gatherings and to implement social distancing in preventing the transmission of COVID-19.

An important aspect in preparing the Learning Implementation Plan (RPP) in an emergency is to consider the psychological aspects of students. In this case, students experience culture shock due to changes in learning patterns that must be carried out remotely. Many students find it difficult to adjust to distance learning patterns. In this case

the geography teacher of class X is very concerned about this by making distance learning methods that are adapted to students' psychological factors.

Besides psychological considerations in preparing the lesson plan (RPP). The geography teacher of class X at SMAN 2 Subang also considers aspects of supporting distance learning such as ownership of a cellphone (mobile phone) and internet affordability. As a learning resource in distance learning, learning videos from the YouTube application are used as well as modules distributed through Google Classroom. While the learning method used in implementing distance learning is assignment (inquiry).

### *Evaluation of Learning Innovations During the Pandemic*

Education provides legitimacy to individuals who experience the learning process. Education can be interpreted as a symbol of a person's dedication to think straight, mantiq, and in accordance with the rules of truth. Therefore, it is very important to build common awareness about the importance of education. Not giving a time limit to education (long life education) must be instilled and understood so as not to experience fatigue in learning.

The learning objectives according to Richey (in Hendratmoko, et al, 2017) are "to increase knowledge, skills, and attitudes that enable students to perform tasks according to certain standards". Individuals who learn will have a measurable view and recognize various possibilities so that they can solve various problems they face.

To measure students' understanding of a material, a test (evaluation) is carried out. The test instrument is prepared based on the Competency Achievement Indicators that have been previously set in the Learning Implementation Plan (RPP). To measure students' understanding of the lithosphere material, the teacher conducted a post test in the form of essay questions.

**Table 2.** On face-to-face learning and distance learning

Learning Form (1)	Student Learning Outcomes/average (2)
Face-to-face learning on lithosphere material	78
Distance learning on lithosphere material	86

*Source: Research data*

There are differences in student learning outcomes in the subject of Geography, Lithosphere material which is carried out face-to-face and distance learning. In face-to-face learning the average student learning outcomes on the lithosphere material is 78, but in distance learning the average student learning outcomes on the lithosphere material is 86. This significant difference is due to the teacher's teaching method using the assignment method.

In the previous explanation that the weakness of the assignment method is the high level of subjectivity. At the time of doing the test students may be assisted by other people in the process, but the teacher cannot supervise to that extent. Unlike when the test is conducted face-to-face, the teacher can directly supervise the students when working on the questions. This possibility reduces the level of objectivity of the results of tests carried out on the assignment method.

In the evaluation of learning, it is measured not only in the cognitive domain but also in the psychomotor and affective domains. To measure the psychomotor domain in the

Lithosphere material, the teacher makes an assessment instrument based on the time span of collecting assignments. Students who collect assignments in the allotted time will get high marks, the later they are, the lower their grades. In addition, to measure students' skills, the teacher makes an assessment instrument based on the level of neatness of the tasks collected. These two indicators are used in making psychomotor assessments of students on the lithosphere material.

Another aspect of learning evaluation is the assessment of students' attitudes (affective). To measure students' affectiveness on the lithosphere material, the teacher makes an assessment instrument based on student attendance records and student activity in learning. Students who ask and answer in discussion sessions conducted on the Google Classroom application or whatsapp group. Students who have good attendance records will get good grades and every student who asks and answers in the lesson will also get an assessment. These two indicators are used as a reference for teachers to assess students' affective domains on the lithosphere material.

### **Findings at SMAN 1 Pagaden**

One of those affected is learning activities that are usually carried out in the classroom. With this pandemic, learning must be done online. A learning innovation is needed so that online learning can be carried out effectively and efficiently.

In the research of Kristiawan & Rahmat (2018) which says that "learning innovation is needed to increase students' learning motivation". So that students will feel a meaningful, fun, creative, and innovative learning atmosphere.

The explanation above is the reason for the Class X geography teacher at SMAN 1 Pagaden in making a learning innovation so that distance learning activities can be carried out properly. Interviews conducted with geography teachers in responding to distance learning, stated the importance of learning innovation so that students can respond positively to learning carried out in any form. Therefore, geography teachers took the initiative to make learning innovations by compiling learning models combined with communication innovations (whatApps application).

### ***Learning Innovation Program During the Pandemic***

With various logical and factual reasons regarding the COVID-19 pandemic situation, the Class X Geography teacher at SMAN 1 Pagaden decided to use the project based learning (PJBL) model as a geography learning innovation during the COVID-19 pandemic. As a method to apply the project based learning (PJBL) model, whatsapp application is used.

Project-Based Learning is a learning procedure that uses projects/ activities as media. Students carry out exploration, evaluation, interpretation, synthesis, and data in creating various kinds of learning outcomes. Project-based learning or project-based learning is a student-centered learning model in carrying out an in-depth investigation of a topic. Students constructively carry out deepening learning with a study-based approach to real and relevant cases and problems.

By using the PJBL model, students will be given the task of analyzing the landscape in their respective homes with the help of the Google Earth application. Remote sensing is a way of digitally interpreting the area. The teacher uses the google earth application to explain remote sensing material.

Google earth as a virtual global that can show houses, car colors, to shadows of people and road signs. The resolution depends on the destination, but the majority of the area (except some islands) is covered in 15 m resolution. Because it has a fairly detailed resolution and accuracy, Google Earth can be used for various purposes related to the region, such as analyzing the relationship between settlement forms, population density, disaster-prone areas, and others.

Students will be given assignments via the WA (whatsapp) group to identify their area using the Google Earth application. Students are given tasks, starting from looking for their respective homes. After finding the place of residence, students are required to identify the form of settlement, whether in the form of; elongated, centered, or around certain facilities.

Then students are given the task of observing the phenomenon of the area near where they live in order to find a correlation between the landscape and the type of livelihood, for example, if the area is a rice field area, it is certain that most of the population works as farmers. As the last assignment, students were given the task of making a compass map of the route from home to school. The assignment is an assignment report that must be collected in the form of an image sent via WA to the subject teacher.

### *Evaluation of Learning Innovations During the Pandemic*

"Learning in the implementation of the 2013 curriculum based on character and competence should be carried out based on the needs and characteristics of students, as well as basic competencies in general" Mulyasa, (2013). Therefore, the principles and procedures of personality and competency-based learning should be used as a reference and understood by teachers, facilitators, principals, school supervisors, and education staff.

**Table 3.** On Face-to-face Learning and Distance Learning

Learning Form (1)	Student Learning Outcomes/average (2)
Face-to-face learning on lithosphere material	72
Distance learning on lithosphere material	83

*Source: Research data*

Before learning begins, students are required to fill out the attendance list in the whatApps group. The presence of students is needed as a consideration to assess the affective aspects of students. In addition, student activity is also used as a reference for assessing students' affectiveness.

Meanwhile, the task of observing the phenomenon of the area near where he lives in order to be able to find a correlation between the landscape and the type of livelihood and making a compass map from the home to school route is a reference for assessing the cognitive and psychomotor aspects of students.

Student learning outcomes on remote sensing material with comparisons between face-to-face learning and distance learning show different results. However, these results are not so significant. Because the raw input of SMAN 1 Pagaden mostly has a cognitive level in the middle group.

The difference in learning outcomes that is seen is more due to the use of the project based learning model with the help of the Google Earth application. In face-to-face learning,

the teacher in delivering remote sensing material always uses the lecture method. It is different from distance learning which requires teachers to innovate using learning models to implement health protocols.

### *Constraints and Solutions in Learning Innovations During a Pandemic*

With the learning process, students are given academic responsibility to be able to develop their thinking skills and skills. However, due to the COVID-19 pandemic, learning cannot be done face-to-face. That is, in the distance learning process there are still many obstacles to be able to achieve the learning objectives. With new situations and new ways of carrying out the learning process, the learning objectives are often neglected. Teachers and students are more focused on methods to carry out the learning process to be effective and efficient.

The distance learning process is not as simple as carrying out face-to-face learning. Distance learning involves a lot of technology and information, mostly there are teachers and students who do not understand technology well. From the aspect of supporting distance learning online, it is also an obstacle faced by most teachers and students.

Teachers and students are required to have a gadget/laptop as a medium in carrying out online learning. On the other hand, gadgets (HP)/laptops require an internet connection to be able to access online learning applications. Indonesia's landscape is uneven and mostly highlands. In the highlands, the internet signal becomes an obstacle because many are blocked by high hills.

The uneven development in all regions of Indonesia causes areas in remote villages to be untouched by the internet network. The internet network is the main prerequisite in carrying out online learning. But this internet network has not yet reached rural areas.

The COVID-19 situation is not only causing health problems, but also having an economic impact. With COVID-19, many people have lost their livelihoods. As a solution to overcome the obstacles of online distance learning. So, teachers can apply distance learning offline models. Offline learning at home during the BDR period can be carried out through: 1) television, for example the Learning from Home Program through TVRI; 2) radio; 3) self-study modules and worksheets; 4) printed teaching materials; and 5) teaching aids and learning media from objects and the surrounding environment.

### **D. Conclusion**

Learning innovation is needed to improve the quality of geography learning. Learning innovations can be in the form of learning programs and learning evaluations. Distance learning at SMAN 1 Subang is considered less effective because many materials cannot be understood by students as a result of the interaction between teachers and students in distance learning is very limited.

The assignment method by the geography teacher at SMAN 2 Subang can improve student learning outcomes. But student learning outcomes are very subjective because the tasks carried out by students may involve other people.

With the COVID-19 pandemic, geography teachers at SMAN 1 Pagaden implemented a project-based learning model to carry out distance learning. In face-to-face learning, geography teachers use the lecture method to deliver material so that in distance learning, student learning outcomes are better than in face-to-face learning.

The obstacles faced in implementing distance learning online can be in the form of human resources and supporting facilities. Many of the senior teachers have difficulty operating technology and information to support online learning. Another problem in implementing online model distance learning is the limitations of the devices owned by students (HP/Laptop). The uneven topography of the Indonesian region is another problem in online learning, in the highlands it is very difficult to reach an internet signal because it is blocked by high hills.

The impact of the COVID-19 pandemic not only has an impact on the health aspect but also has an impact on economic activity. Many parents of students have lost their livelihood and income. So they cannot meet the needs of their children's quota to carry out online learning.

For those who experience obstacles to implementing distance learning online models can use the offline model. Offline learning at home during the BDR period can be carried out through: 1) television, for example the Learning from Home Program through TVRI; 2) radio; 3) self-study modules and worksheets; 4) printed teaching materials; and 5) teaching aids and learning media from objects and the surrounding environment.

In an effort to provide convenience to students in carrying out distance learning. Then the teacher is obliged to make visits with the intention of providing encouragement and direction to keep the spirit in implementing distance learning. For students who cannot carry out distance learning using online or offline models, teachers can conduct visiting teacher model learning.

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